DOCUMENT RESUME

ED 191 290 FL 011 524

TITLE	French Basic Course: Taped Exercises. Volume II, Units 1-10. Workbook.
INSTITUTION	Defense Language Inst., Monterey, Calif.
REPORT NO	DLI-01-FR-24
PUB DATE	May 76
NOTE	233p.: For related documents, see FL 011 522-525 and FL 011 488-497.
AVAILABLE FROM	Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($6.00: cassettes $8.00)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	*Audiolingual Skills: *Conversational Language Courses: *French: *Grammar: Intensive Language Courses: Laboratory Manuals: Language Fluency: *Listening Comprehension: Postsecondary Education: Second Language Learning: *Speech Skills: Workbooks

ABSTRACT

The materials in this volume are intended to supplement existing tape materials in the lessons of the basic course in French. The exercises begin with lesson 13 of the Basic Course and continue through lesson 63. Each unit in this manual concentrates on a grammatical point and contains the following elements: (1) learning objectives, (2) audiolingual structure exercises, (3) quizzes, and (4) comprehension exercises using narrations and conversations. Many of the exercises are accompanied by cartoon-type illustrations. (AMH)

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FRENCH

BASIC COURSE

Taped Exercises

Volume II

Units 1-10

Workbook

U.S. DEPARTMENT OF HEALTH,
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ACKNOWLEDGEMENT

The French Basic Course, Taped Exercises, Volumes I and II, were developed by Mrs. Yvette DePetra, while on assignment to the Defense Language Institute, Systems Development Agency (Provisional).

The exercises were developed under DLI Work Unit 0114, Revision of Audio Materials in 20 Languages. The Project Officer for this work unit is Dr. Stefan Kaminski, of the DLI Systems Development Agency.

Mr. Karl P. Meng reviewed and proof-read the manuscripts. Mr. Barney Inada prepared the illustrations.

A note of appreciation is due to Mr. Jacques Ilbek, Chairman, Franch Department, for his enthusiastic support and practical suggestions.

Special appreciation is due to the secretarial staff of SDA, particularly Mrs. Irene Ndreu, who carried the burden of typing through the various stages of development.

PREFACE

This is Volume II of the French Basic Course, Taped Exercises. The Taped Exercises were developed as part of the overall development specifications for DLI Work Unit 0114, Revision of Taped Exercises in 20 Languages. The objective of Work Unit 0114 is to improve DLI audio software and to incorporate recent advances in language teaching/learning techniques into DLI courses. These materials are intended to supplement or replace existing tape materials in each of the 20 basic course encompassed by this work unit.

Special emphasis is placed on creative activities, realistic situations, and authentic speech variations. The inclusion of a self-evaluative instrument for each unit represents a new approach in DLI instructional methods. The materials can be used for self-study pruposes outside of the class or in a language lab under the guidance of an instructor. They can provide the student with additional exercises for material which was previously introduced in class, and, as remedial or refresher exercises, they can be used whenever extra practice is appropriate.

These materials embody an analysis of the French Basic Course and emphasize aspects of acquiring listening comprehension skills which experience has demonstrated to be of particular difficulty for English-speaking students.

The materials consist of three instructor volumes, three student workbooks and 17 tapes.

UNIT 1

SITUATION TAPE

OBJECTIVES

1. Upon completion of this Unit, the student will be able:

a. to understand spoken sentences expressing commands. The sentences will contain vocabulary from the first 13 lessons, the proper forms of the personal pronouns, direct and indirect, for the first person singular, the third person singular and plural, and the second person plural, with the affirmative and negative imperative forms of verbs.

b. to construct sentences orally, using the grammatical forms as stated in para 1 a.

c. to participate in a conversation requiring correct use of the grammatical structures in 1 a.

2. The student will demonstrate his ability by completing successfully two quizzes in this Unit. In quiz no. 1, the student may make no more than two grammatical errors when using the personal pronouns with the imperative. In quiz no. 2, he will provide at least seven correct responses to the nine conversational stimuli.

3. The student's pronunciation and intonation will be evaluated by a native instructor.

4. This Unit should not be used before Lesson 13 of the French Basic Course.

PART 1

Step 1: The direct object pronouns le, la, l', les

In this exercise you will learn to understand and construct sentences expressing a command or request. First you will hear a sentence containing an infinitive, followed by a noun object. Transform this sentence into an affirmative command. To do that, you change the infinitive to the imperative and replace the object noun with the appropriate pronoun.

Now listen to the stimulus and respond in accordance with the following examples:

	Stimulus	Response	Confirmation
1.	( )	_____	( )
2.	( )	_____	( )
3.	( )	_____	( )

Now you do it:

	Stimulus	Response	Confirmation
1.	( )	_____	( )
2.	( )	_____	( )
3.	( )	_____	( )

	Stimulus	Response	Confirmation
4.	( )	______	( )
5.	( )	______	( )
6.	( )	______	( )
7.	( )	______	( )
8.	( )	______	( )
9.	( )	______	( )

Step 2

Now you will construct negative commands. You will accomplish this by properly placing the first part of the negation, ne, before the object pronoun which precedes the verb and the second part of the negation, pas, after the verb. First listen to the example:

Stimulus	Response	Confirmation
( )	______	( )

Now it's your turn:

	Stimulus	Response	Confirmation
1.	( )	______	( )
2.	( )	______	( )

	Stimulus	Response	Confirmation
3.	( )	_____	( )
4.	( )	_____	( )
5.	( )	_____	( )
6.	( )	_____	( )

Step 3

In this exercise you will construct both affirmative and negative commands. First you will hear a sentence containing an infinitive followed by a noun object. Transform that sentence into an affirmative command. To do this, you change the infinitive to the imperative and replace the object noun with the appropriate pronoun.

Then you will hear a second noun. This time you should make the command negative and also replace that second noun with the appropriate pronoun. Be sure you place the pronoun after the verb in affirmative commands and before the verb in negative commands.

Listen to the following example, then respond in accordance with it:

Stimulus	Response	Confirmation
( )	_____	( )
( )	_____	( )

Ready? Begin:

	Stimulus	Response	Confirmation
1.	( )	_____	( )
2.	( )	_____	( )
3.	( )	_____	( )
4.	( )	_____	( )
5.	( )	_____	( )
6.	( )	_____	( )
7.	( )	_____	( )
8.	( )	_____	( )
9.	( )	_____	( )
10.	( )	_____	( )
11.	( )	_____	( )
12.	( )	_____	( )

Step 4: The indirect object pronouns lui, leur

You will hear a negative sentence containing a verb in the infinitive, followed by a noun object. Transform that sentence into an affirmative command by changing the infinitive to the imperative and replacing the noun object with either lui or leur, according to whether it is singular or plural. Listen to the stimulus and respond in accordance with the following example:

Stimulus	Response	Confirmation
( )	_____	( )

Your turn now:

1.	( )	_____	( )
2.	( )	_____	( )
3.	( )	_____	( )
4.	( )	_____	( )
5.	( )	_____	( )
6.	( )	_____	( )

Step 5

Now you will construct negative commands. You will accomplish this by properly placing the first part of the negation: ne before the object pronoun which precedes the verb, and the second part of the negation: pas after the verb. First listen to the example:

Stimulus	Response	Confirmation
( )	_____	( )

Ready? Begin:

1.	( )	_____	( )
2.	( )	_____	( )
3.	( )	_____	( )
4.	( )	_____	( )
5.	( )	_____	( )
6.	( )	_____	( )

Step 6

In this exercise you will construct both affirmative and negative commands. First you will hear a sentence containing an infinitive, followed by a noun object. Transform that sentence into an affirmative command by changing the infinitive form and replacing the object noun with the appropriate indirect object pronoun, either lui or leur (singular or plural).

Then you will hear another noun. This time you should make the command negative and replace that second noun with the corresponding object pronoun. Be sure to place the pronoun after the verb in affirmative commands and before the verb in negative commands.

Listen to the following example, then respond in accordance with it:

Stimulus	Response	Confirmation
( )	_____	( )
( )	_____	( )

Now begin.

1.	( )	_____	( )
2.	( )	_____	( )
3.	( )	_____	( )
4.	( )	_____	( )
5.	( )	_____	( )
6.	( )	_____	( )
7.	( )	_____	( )
8.	( )	_____	( )
9.	( )	_____	( )
10.	( )	_____	( )

Stimulus	Response	Confirmation
( )	_____	( )
( )	_____	( )

Step 7: The direct and indirect object pronouns me, moi

Next you will hear questions which contain a verb in infinitive form. You should respond by transforming that verb first into an affirmative command and second into a negative command. For example:

Stimulus	Response	Confirmation
( )	_____	( )

Your turn now:

1.	( )	_____	( )
2.	( )	_____	( )
3.	( )	_____	( )

Stimulus	Response	Confirmation
( )	_____	( )
( )	_____	( )
( )	_____	( )

Step 8

You will next hear questions containing a verb in the infinitive followed by a direct noun object. Respond by transforming the verb into an affirmative command and replacing the noun with its corresponding pronoun. You will then hear three similar questions, but each will use a different indirect object. Respond after each with an affirmative command which includes the correct indirect object pronoun and listen to the confirmation. First listen to the following example:

Stimulus	Response	Confirmation
( )	_____	( )
( )	_____	( )
( )	_____	( )

Stimulus	Response	Confirmation
( )	______	( )

Are you ready? Begin:

1.	( )	______	( )
	( )	______	( )
	( )	______	( )
	( )	______	( )
2.	( )	______	( )
	( )	______	( )
	( )	______	( )
	( )	______	( )
3.	( )	______	( )
	( )	______	( )

	Stimulus	Response	Confirmation
	( )	______	( )
	( )	______	( )
4.	( )	______	( )
	( )	______	( )
	( )	______	( )
	( )	______	( )
5.	( )	______	( )
	( )	______	( )
	( )	______	( )
	( )	______	( )
6.	( )	______	( )
	( )	______	( )

Stimulus	**Response**	**Confirmation**
( )	______	( )
( )	______	( )

PART 2

Step 9: Affirmative and negative imperative of the reflexive verbs

You will hear 10 negative sentences each containing a reflexive verb in the infinitive form. Respond by changing the infinitive to an affirmative command in accordance with the following example:

Stimulus	Response	Confirmation
( )	_____	( )

Now begin:

1.	( )	_____	( )
2.	( )	_____	( )
3.	( )	_____	( )
4.	( )	_____	( )
5.	( )	_____	( )
6.	( )	_____	( )
7.	( )	_____	( )
8.	( )	_____	( )
9.	( )	_____	( )

Step 10

You will hear 7 questions in the present indicative containing two verbs. Respond by transforming the first verb into a negative command and the second verb into an affirmative command. First listen to the following example:

Stimulus	Response	Confirmation
( )	_____	( )

Begin:

1.	( )	_____	( )
2.	( )	_____	( )
3.	( )	_____	( )
4.	( )	_____	( )
5.	( )	_____	( )
6.	( )	_____	( )
7.	( )	_____	( )

At this point you should be ready to take the following quizzes. However, be sure that you are thoroughly prepared, since you can take those quizzes only once. If you are ready, go ahead!

QUIZ No. 1

Part 1

INSTRUCTIONS

You will hear a question in the present indicative tense, containing a direct object and an indirect object. You will be required to produce two responses. The first response will be an affirmative command in which you should use a direct object pronoun. The question will then be repeated. The second response will be also an affirmative command but this time you should use an indirect object pronoun. Record your responses and give them to your instructor for evaluation.

Listen to an example:

( )

First Response: _____

( )

Second Response: _____

Begin:

	Stimulus	Response
1.	( )	_____
	( )	_____
2.	( )	_____
	( )	_____

Stimulus	Response
3. ( )	______
( )	______
4. ( )	______
( )	______
5. ( )	______
( )	______

QUIZ No. 1

Part 2

INSTRUCTIONS

In this part you will hear a question in the present indicative tense to which you should respond with a compound answer. First respond with a negative command, then with an affirmative command. Use a direct object pronoun in both commands. Record your responses and give them to your instructor for evaluation. Listen to an example:

( )

( )

Begin:

Stimulus	Response
1. ( )	______
2. ( )	______
3. ( )	______

PART 4

(Narration and Conversation)

Step 11 (Narration)

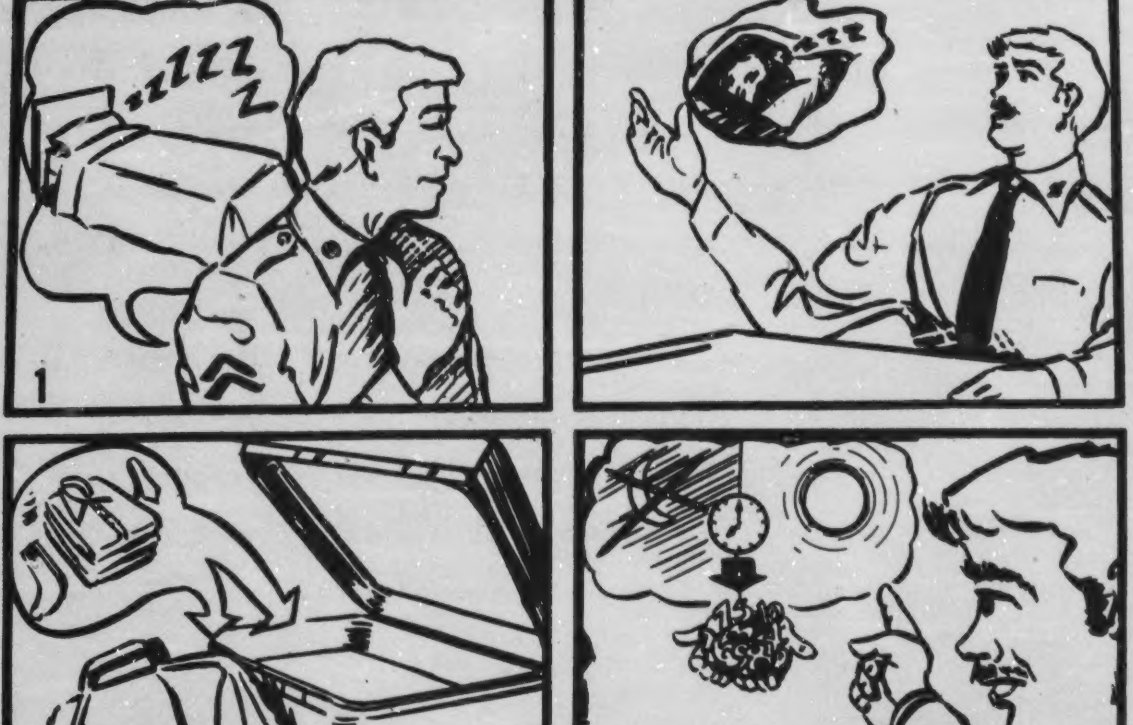
Listen to the following narration which will give you some hints as to the content of the responses which you will have to construct in the next step, when you take the role of the colonel. Listen to this narration several times, until you feel that you understand it well enough to play the part of the colonel. Do not try to write anything down, because you are not expected to say exactly what is suggested here. This step is meant only to prepare you for the next one, so that you are able to readily supply an answer to each question of the conversation without having to stop the tape and listen to thu question again or to pause in order to find a suitable answer. If you understand the purpose of this narration, then go ahead and listen to it. To assist your comprehension, you may utilize the pictures which will accompany the conversation.

Step 12 (Conversation)

If you feel that you are ready for the following conversation, then prepare yourself to assume the role of the colonel. You may practice your responses to Caporal Lebeau as many times as you wish, under two conditions, however: 1) do not stop the tape in the middle of the conversation (if you are unable to answer one question, do not worry, answer the next one, and try to do better at your next trial); 2) do not write anything down. Remember that you may be confronted with a similar situation after reaching your assignment abroad. You will not be able, then, to write your answer--you will be expected to speak it spontaneously. This is your chance to practice for this eventuality.

You can use your imagination and answer whatever you wish so long as it is relevant. However, every one of your responses must include one command, either affirmative or negative, and one personal pronoun, direct or indirect, depending on the question. Your response may consist only of these two elements, if you prefer. In any case, do not omit them, as your instructor's evaluation will be based on the use of that specific structure. Utilize the pictures; they will help you remember the suggestions that were given to you in the narration. But remember, your conversation with Caporal Lebeau should be as spontaneous and genuine as possible.

When you are satisfied with your responses, record them and let your instructor evaluate them together with the two quizzes that you took previously. Good luck!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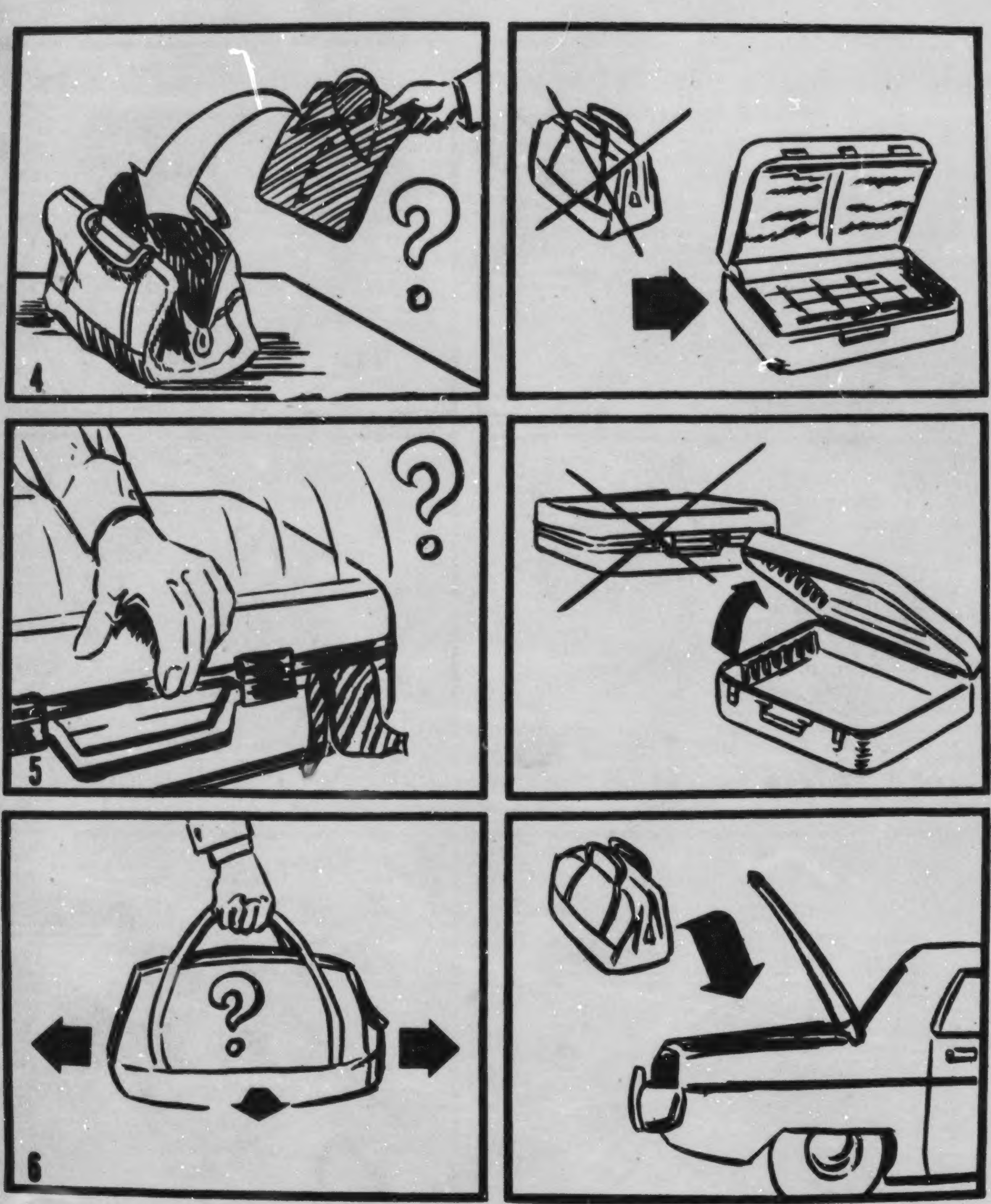
1
zzz
2
?
3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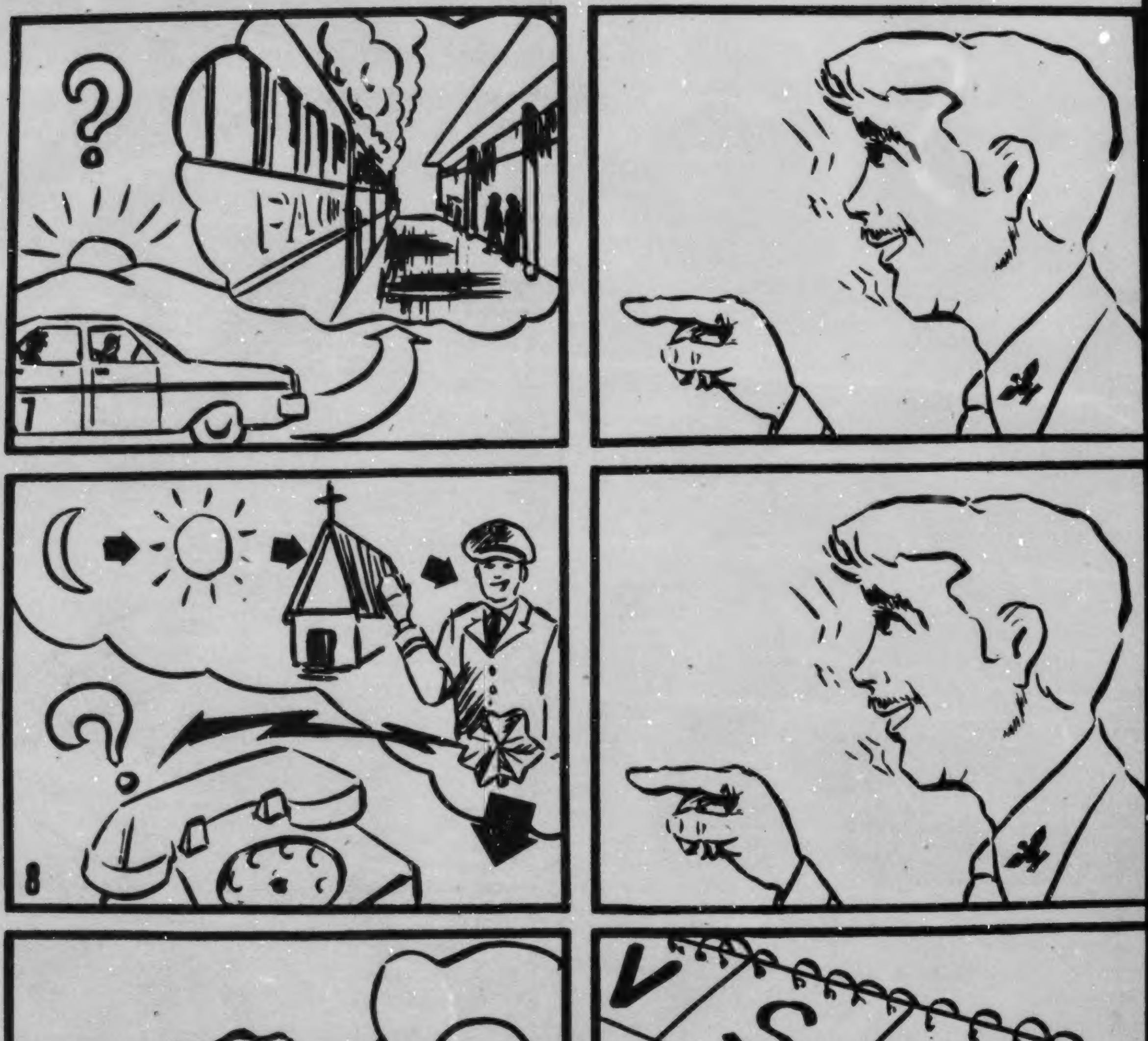
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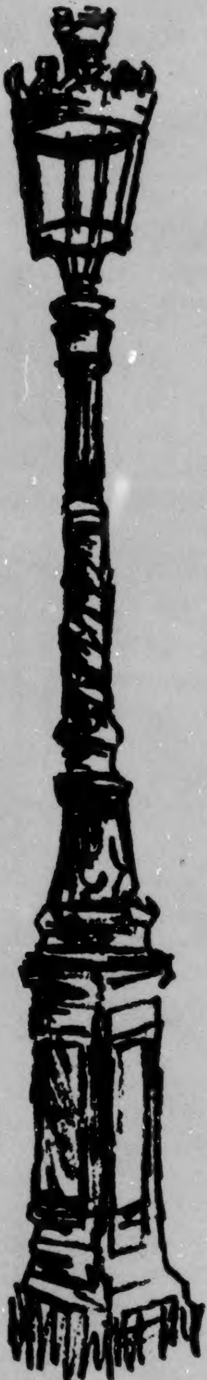


UNIT 2

Situation Tape

1. Upon completion of this unit, the student will be able to:

   a. understand spoken sentences in the imperfect and present perfect tenses.

   b. construct sentences utilizing the imperfect and present perfect tenses.

   c. participate in a guided conversation requiring comprehension and correct use of these tenses.

2. The student will demonstrate his proficiency by attaining 90% accuracy on each of three self-evaluative quizzes consisting of multiple choice, fill-in, and transformation items.

3. The production portion of the student's performance will be evaluated as to grammatical acceptability, pronunciation and intonation by a native instructor.

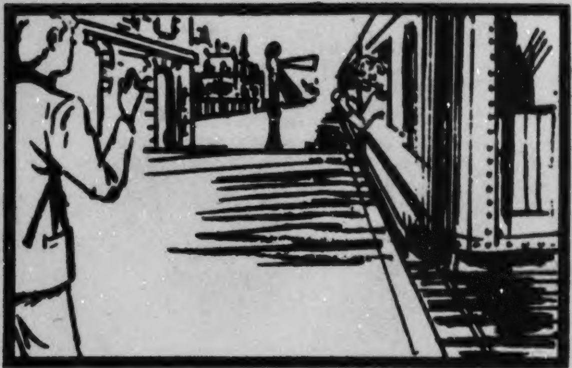
4. This unit should not be used before Lesson 27 of the French Basic Course.

CULTURAL NOTES

Note in the following narration that Stephanie addresses her mother in the familiar form. This form is commonly used in France among family members, close friends, and young people of both sexes. It is also used to talk to children and animals. The familiar, or 2nd person singular form of verbs, is spoken like the 3rd person singular. (However, it is not spelled the same.) When a verb in familiar form is used, the subject pronoun _il_ or _elle_ is replaced by _tu_, and the object pronouns _le_, _la_, _lui_ are replaced by _te_.

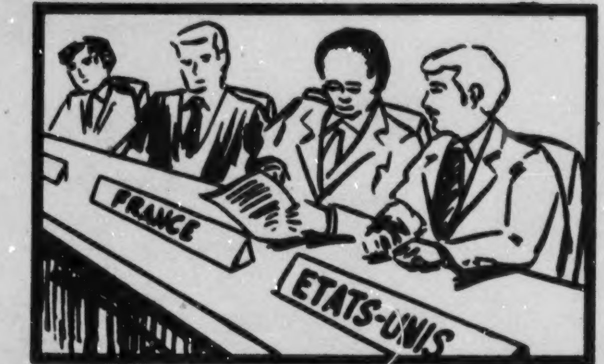
Step 1 (Narration)

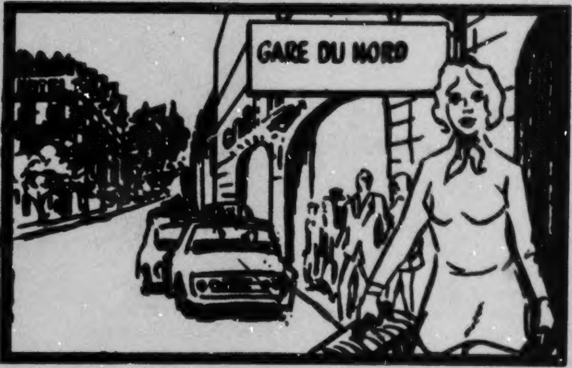
Listen to the following narration and try to grasp its meaning. To aid your comprehension, look at the pictures which illustrate this narration. Let's begin:



1

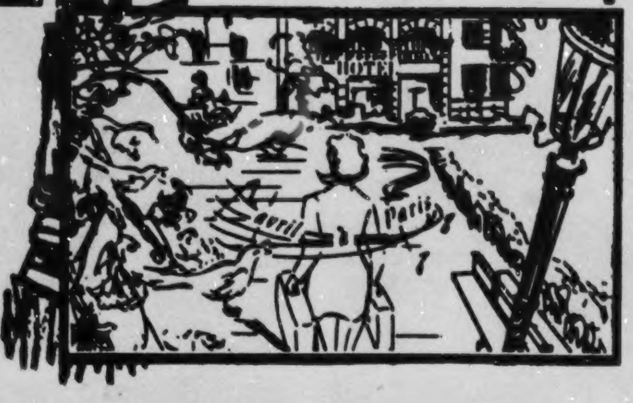
2

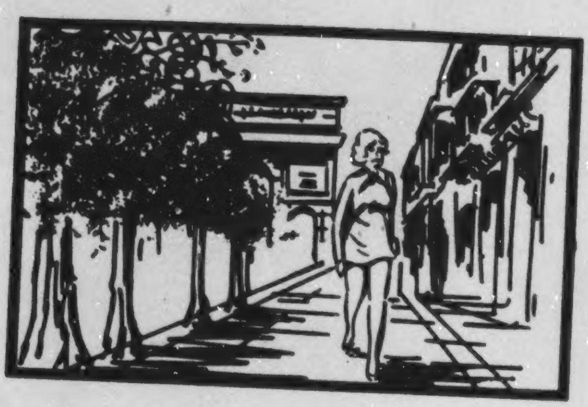

FRANCE
ETATS-UNIS


GARE DU NORD

3

4


HOTEL
Avril
Paris



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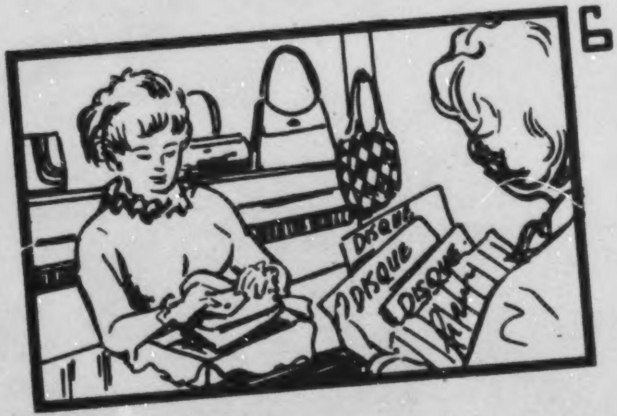
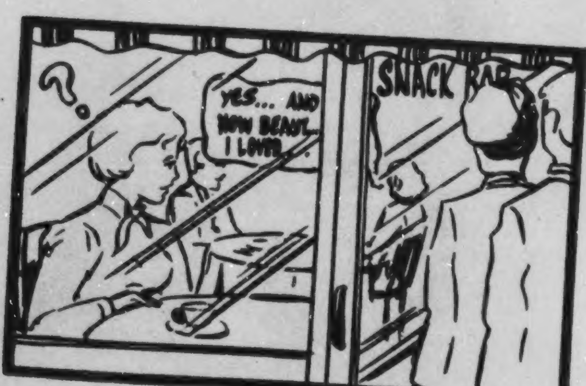

DISQUE
DISQUE
DISQUE

6


?
YES... AND HOW BEAUT... I LOVE...
SNACK BAR

7

Step 2

Now you will be given a chance to find out how well you understood Stéphanie's letter through a self-evaluative quiz. Stop your tape and read the instructions.

SELF-EVALUATIVE QUIZ No. 1

INSTRUCTIONS

We are going to play the narration once more, but this time in small blocks. Listen to these small blocks and the questions which follow. In your workbook you have three choices to answer each question. Listen to the question and then read the three choices before marking the one which is correct or seems the most logical. At the end of each block of narration and again just before the next block begins you will hear a beep to separate the questions from the blocks of narration. Ready? Start your tape recorder.

ANSWER SHEET

SELF-EVALUATIVE QUIZ No. 1

1. _____a. Non, Stéphanie est partie un jour après Guy.
   _____b. Oui, Stéphanie est partie avec Guy.
   _____c. Non, Stéphanie est partie un jour avant Guy.

2. _____a. Parce que son mari ne voulait pas quitter Bruxelles samedi.
   _____b. Parce que son mari ne pouvait pas quitter Bruxelles samedi.
   _____c. Parce qu'elle ne peut pas compter sur son mari pour l'accompagner.

3. _____a. Stéphanie.
   _____b. La ville.
   _____c. La gare.

4. _____a. près de la gare.
   _____b. loin de la gare.
   _____c. elle n'a pas réservé de chambre.

5. _____a. A pied.
   _____b. En taxi.
   _____c. En autobus.

6. _____a. En été.
_____b. Au printemps.
_____c. En automne.

7. _____a. Les Parisiens.
_____b. Stéphanie.
_____c. Les oiseaux.

8. _____a. Parce que son mari adore aller dans les magasins.
_____b. Parce que son mari déteste aller dans les magasins.
_____c. Parce que son mari ne lui permet pas d'aller seule dans les magasins.

9. _____a. Parce qu'elle n'avait pas beaucoup d'argent.
_____b. Parce que le magasin ne lui plaisait pas.
_____c. Parce que tout coûtait horriblement cher.

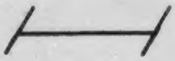
10. _____a. Parce que beaucoup de personnes parlaient anglais.
_____b. Parce qu'elle déjeunait dans un "snack-bar".
_____c. Parce que le menu était en anglais.

Now check your answers against the key at the end of this unit, and continue with steps 3 and 4.

Step 3

At this point you will be required to review briefly what the two tenses (passé composé and imparfait) used in the preceding narrative stand for. Your task, then, is to read carefully the notes which follow and to study the examples until you fully understand them. Stop your tape and do that now.

GRAMMATICAL NOTES

1. The *passé composé* indicates that an action occurred and was completed at a certain moment in the past. Its beginning and its end are visualized by the speaker: 

Examples:

Samedi matin, Stéphanie a pris le train à 6 heures.
Saturday morning, Stephanie took the train at 6:00.

Elle a déjeuné au snack-bar.
She had lunch at the snack-bar (understood: from noon till 1:00 p.m.)

Most verbs take the auxiliary *avoir*. Remember those which take the auxiliary *être*:

a. Motion verbs (*aller*, *venir*, etc.) except *marcher* and *courir* (to run), and five verbs which indicate a change in the physical state or the position of the subject. These five verbs are: *devenir*, *rester*, *tomber*, *naître* and *mourir*.

The past participle of each of these verbs agrees with the subject in gender (masculine or feminine) and in number (singular or plural).

Examples:

Stéphanie est arrivée tôt à Paris.
Stephanie arrived early in Paris.

Guy et Stéphanie ne sont pas restés à Bruxelles pendant le week-end.
Guy and Stephanie did not remain in Bruxelles during the week-end. (understood: from Friday evening until Monday morning)

b. Reflexive verbs (se promener, se coucher, se terminer, etc.). Their past participle agrees with the preceding direct object, usually the reflexive pronoun.

Examples:

Stéphanie s'est promenée toute la journée.
Stephanie strolled all day long (understood: from morning to evening).

Les Shaefer se sont bien amusés pendant leur voyage.
The Shaefers had a good time during their trip (understood: from the beginning till the end of it).

2. The imparfait indicates that an action occurred in the

past but was not completed at that time. It therefore implies duration. Neither its beginning nor its end are visualized by the speaker: .....__________.....

The imparfait is used for:

a. A description (situation, physical or mental state).

Examples:

L'hôtel ne se trouvait pas loin de la gare.
The hotel was not far from the station.

Beaucoup de personnes parlaient anglais.
Many people spoke (were speaking) English.

Elle pensait qu'elle avait beaucoup de chance.
She thought (was thinking) that she was very fortunate.

b. A repetitive or habitual action, often made explicit by such words and expressions as: souvent, tous les jours, tous les mois, d'habitude, etc.

Examples:

Le train partait à 6 heures.
The train left at 6:00 (understood: every morning).

L'année dernière, Stéphanie écrivait à sa mère toutes les semaines.
Last year, Stephanie would (used to) write to her mother every week.

Le dimanche, le colonel dormait jusqu'à midi.

On Sundays the colonel slept (would sleep) till noon.

c. A continuous action. 1) taking place at the same time as another action.

Example:

Pendant qu'elle marchait dans la rue, Stéphanie pensait qu'elle avait de la chance.

While (she was) walking on the street, Stephanie thought (was thinking) that she was fortunate.

2) interrupted by another action for which the passé composé is used.

Examples:

Quand elle est arrivée à Paris, la ville commençait à se réveiller.

When she arrived in Paris, the city was waking up.

Elle est allée dans les magasin pendant qu'elle était seule.

She went to the stores while she was alone.

Do not be satisfied with reading the above notes only once. Be sure that you thoroughly understand each paragraph and the examples which illustrate it. When the difference between the passé composé and the imparfait is perfectly clear to you, and you can remember which verbs take the auxiliary être and how to make their past participle agree with either the subject or the object, depending on the verb, then you may start your tape-recorder and proceed.

Step 4

In this step you will be able to test your knowledge and understanding of the "past" in French. The emphasis will be on the two aspects dealt with in the grammatical notes above, e.g., the difference between the two past tenses, and the choice of the auxiliary in the passé composé implying the agreement of the past participle when être is used. If you feel adequately prepared for the following quiz, turn to your answer sheet and listen to the instructions.

SELF-EVALUATIVE QUIZ No. 2

INSTRUCTIONS

You will hear 10 sentences in the present tense. The sentences which you see printed below are the same as the ones spoken on the tape, except for the verbs which are missing. Your task will be to fill in those blanks using the same verbs as the ones you hear on the tape, but you will be required to change them from the present to the past, either the passé composé or in the imparfait, depending on the sentence. First listen to an example:

ANSWER SHEET

SELF-EVALUATIVE QUIZ No. 2

1. Elle ____________________ seule un jour avant Guy qui ____________________ vraiment désolé.

2. Je ____________________ deux heures au magasin du Printemps et je ____________________ un sac adorable.

3. Elle ____________________ seulement un sac et trois disques, parce que tout ____________________ très cher.

4. Tout ____________________ magnifique à Paris et nous ____________________ très heureux.

5. Pendant que je ____________________, je ____________________ parler anglais autour de moi.

6. Stéphanie ____________________ de taxi car elle ____________________ marcher dans la rue.

7. Elle ____________________ un peu et ensuite elle ____________________ dans les magasins.

8. Le magasin du Printemps ____________________ beaucoup à "Marshall-Field".

9. Quand elle ____________________ Chicago, Stéphanie ________ ______________ tous les jours chez "Marshall-Field".

10. Pendant qu'elle ____________________ dans les rues, elle ____________________ les magasins.

Now check your responses with the key at the end of this unit.

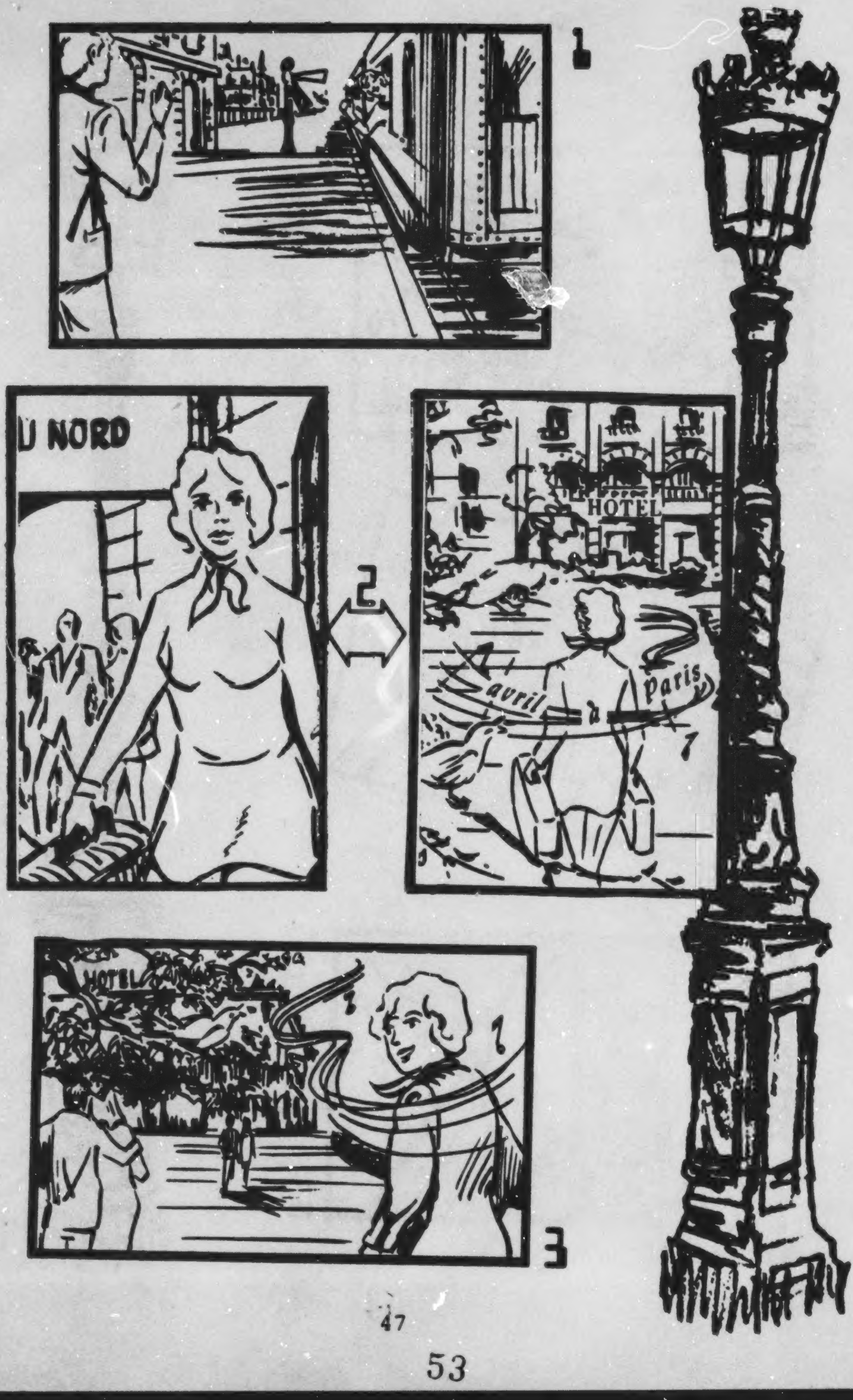
Step 5

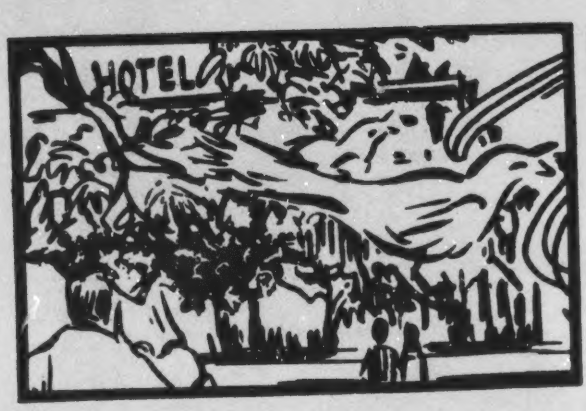
In this last step you will test your ability to use the past tenses correctly when you speak. The third self-evaluative quiz of this unit will also be recorded so that your instructor may evaluate your performance. It will consist of 10 questions about the narration that you heard in step 1. Now read the instructions.

SELF-EVALUATIVE QUIZ No. 3

INSTRUCTIONS

Look at the pictures printed in your workbook which are related to Stephanie's trip. The speaker will announce the number of each picture and will give you a clue consisting of a few words. During the pause describe the picture with one sentence in which you should use a past tense, either the passé composé or the imparfait, depending on the picture that you see and the clue that you heard. If you wish, you may use the words of the clue also. Respond quickly before you hear the confirmation by the speaker. Do not worry if your responses are not identical to the confirmation as several responses are possible for each picture. Do not stop the tape during the recording. Be sure to let your instructor evaluate your responses not only for grammatical accuracy, but also for pronunciation and fluency. If you are ready, set your tape-recorder on "record," and let's begin.


1
U NORD
2
HOTEL
avril à paris
HOTEL
3



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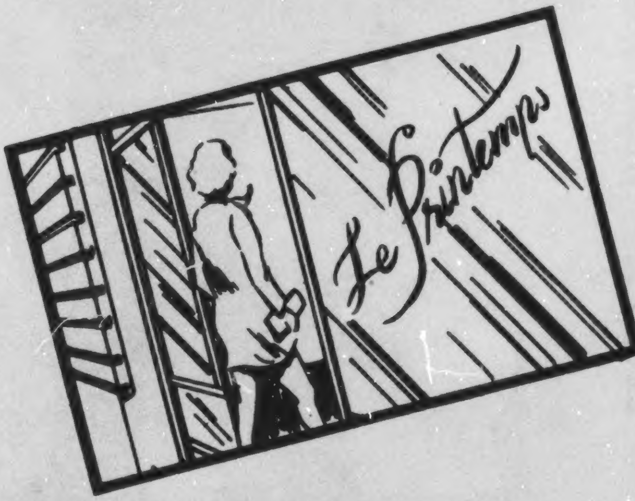
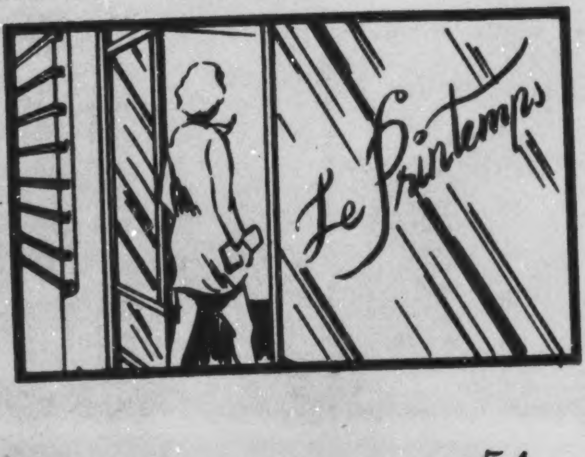

Le Printemps

5


Le Printemps

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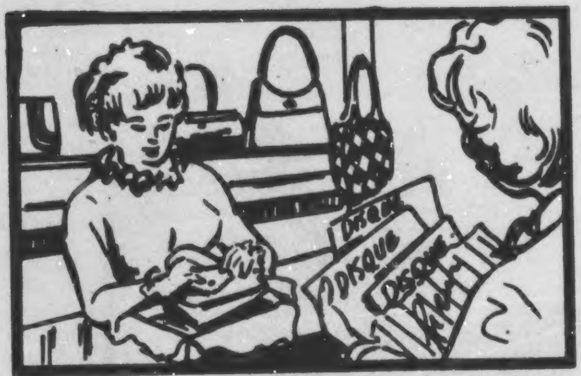
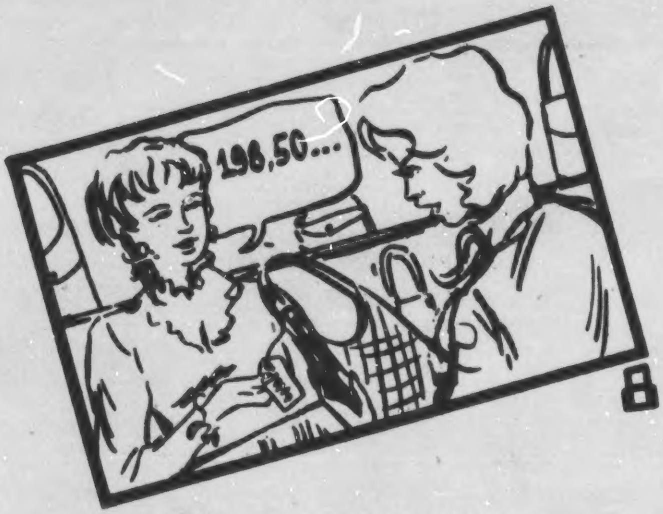

DISQUE
DISQUE
DISQUE

7



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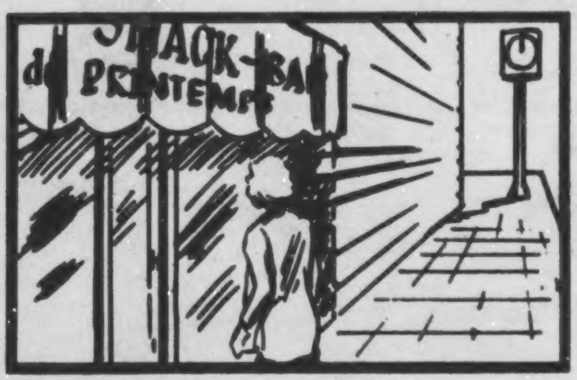
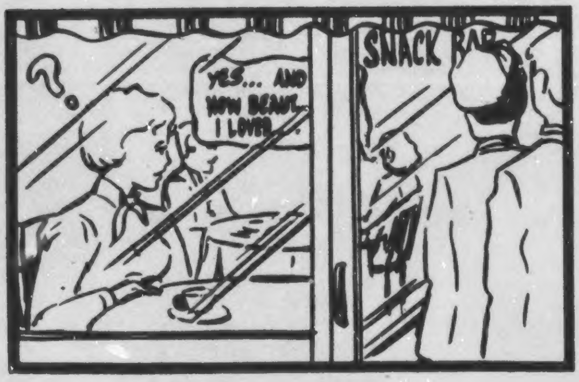
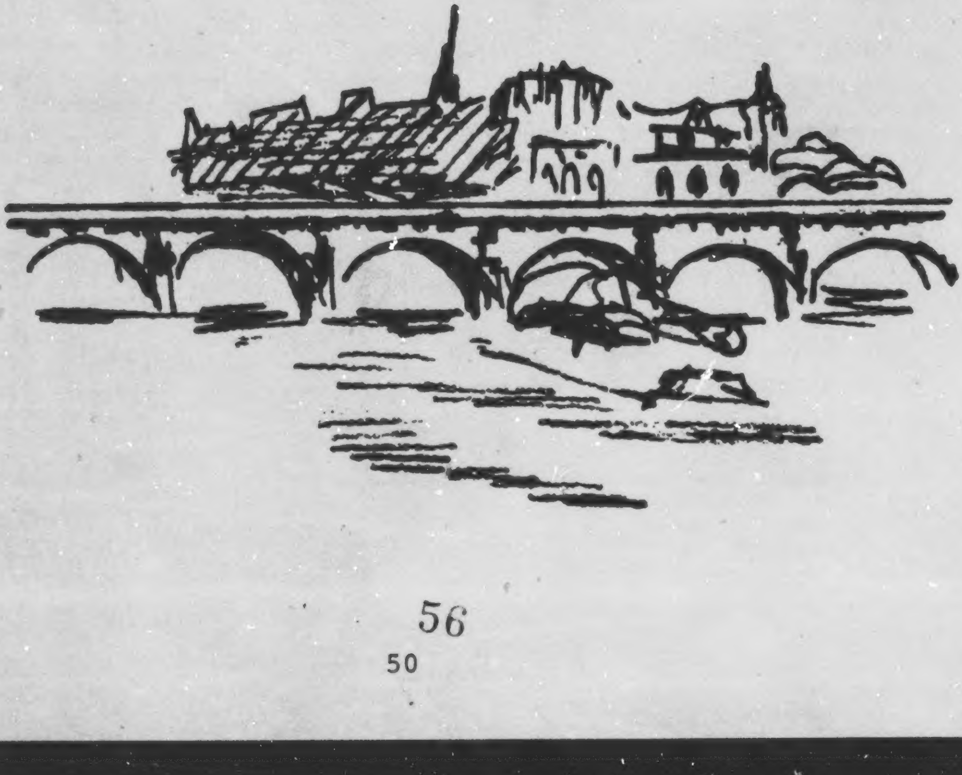

SNACK-BAR
du PRINTEMPS

9

10


?
YES... AND
HOW BEAUT...
I LOVED...
SNACK BA



Now play back your recording and compare your responses with those given by the speaker. Do not worry if your responses are not identical to the confirmation, but be sure to compare the tense you used with that used by the speaker. This will tell you whether or not you have understood the use of the "past." If you incorrectly used the tense one or more times examine your errors in the light of the grammatical notes in step 3 and decide why the speaker used a different tense. Then explain your errors to your instructor when he listens to your recording. The crucial aspect of this exercise is not whether you made errors but that you understand why you made them. In this way you will avoid repeating the same error.

End of Unit 2

KEY TO SELF-EVALUATIVE QUIZ No. 1

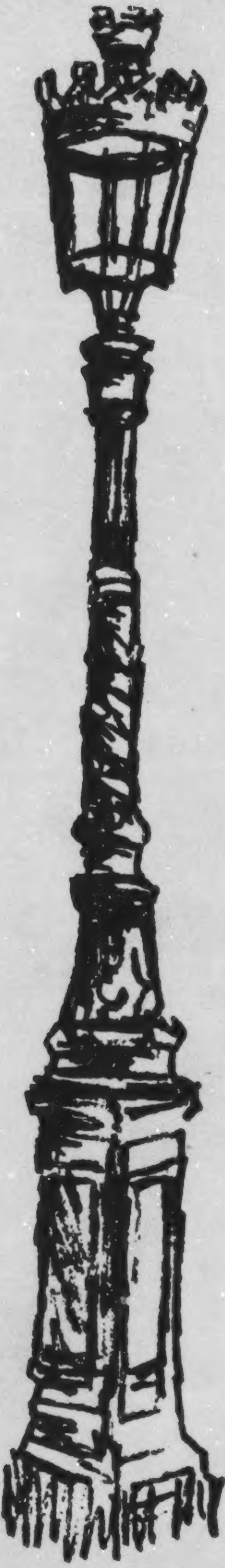
1. a. ____
   b. ____
   c. ✓
2. a. ____
   b. ✓
   c. ____
3. a. ____
   b. ✓
   c. ____
4. a. ✓
   b. ____
   c. ____
5. a. ✓
   b. ____
   c. ____
6. a. ____
   b. ✓
   c. ____
7. a. ____
   b. ____
   c. ✓
8. a. ____
   b. ✓
   c. ____
9. a. ____
   b. ____
   c. ✓
10. a. ✓
    b. ____
    c. ____

If you made more than one error, take the quiz over. If you had only one error, you may proceed to step 3.

KEY TO SELF-EVALUATIVE QUIZ No. 2

1. est partie
   était
2. ai passé
   ai trouvé
3. a acheté
   coûtait
4. était
   étions
5. déjeunais
   ai entendu
6. n'a pas pris
   voulait
7. s'est reposée
   est allée
8. ressemblait
9. habitait
   allait
10. se promenait
    admirait

If you made two errors or more, take the quiz over. Use a new sheet of paper to record your answers. If you had only one error, or no errors at all, turn back to page and proceed to the next step.



UNIT 3

Situation Tape

1. Upon completion of this unit, the student will be able to participate in a conversation requiring comprehension and production of sentences utilizing the present perfect and the imperfect tenses. The stimuli will allow a high degree of freedom in response sentences.

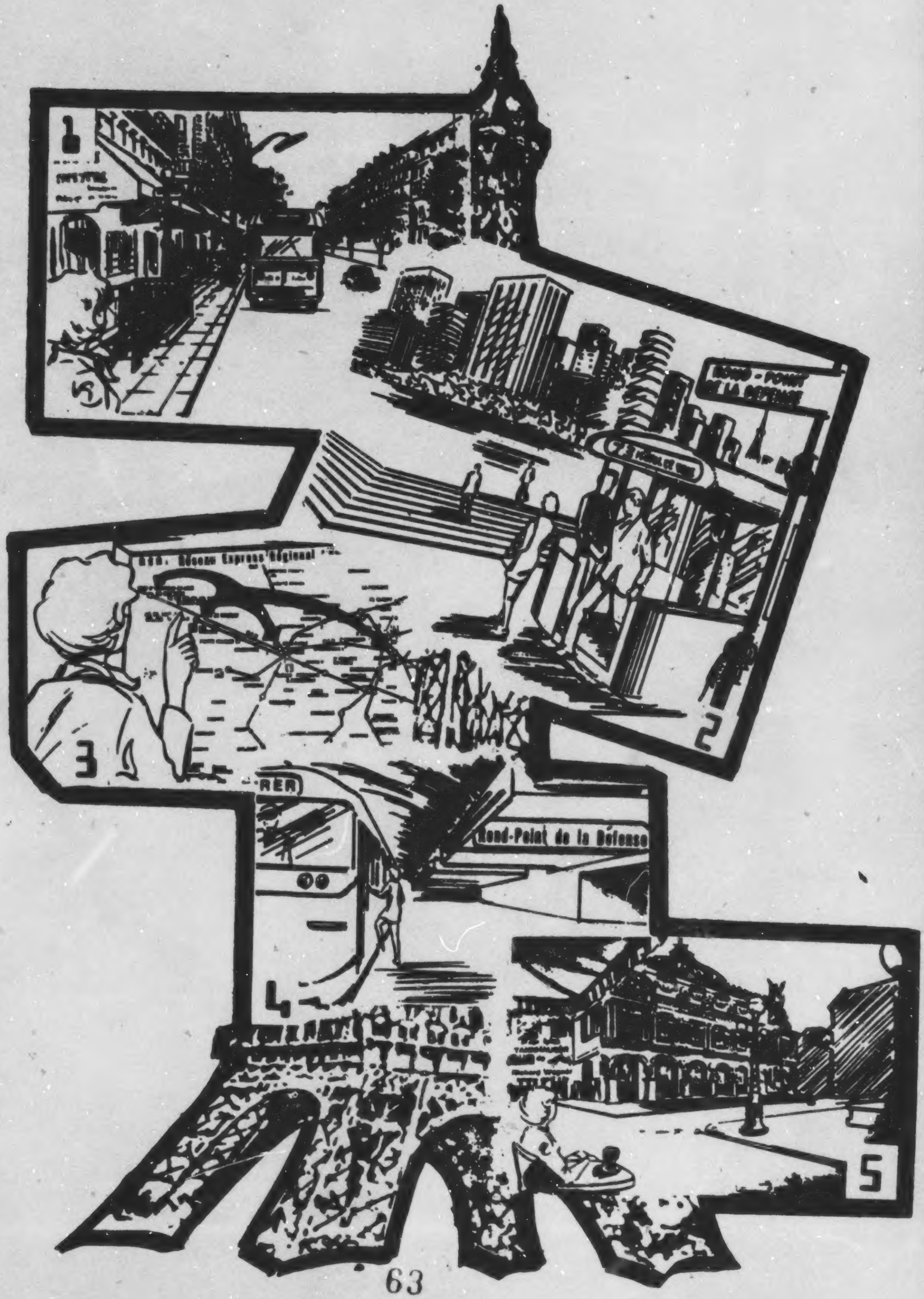
2. The student will demonstrate his proficiency by correctly answering six of seven True-False items, seven of eight multiple choice items and by producing five acceptable responses to six conversational stimuli as evaluated by a native instructor.

3. During the narrative and expansion drills, the student may stop his tape at will. During the conversation the student should not stop the tape but may repeat the complete conversation as often as desired.

4. This unit should not be used before Lesson 27 of the French Basic Course.

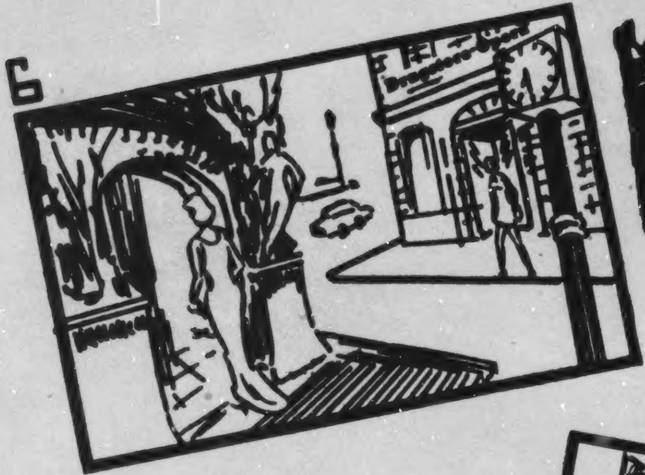
Step 1 (Narration)

Listen to Stephanie's second letter and try to understand its meaning. To help you understand it, look at the pictures.



1
ROND-POINT DE LA DEFENSE
2
R.E.R. Réseau Express Régional
3
RER
Rond-Point de la Défense
4
5

6



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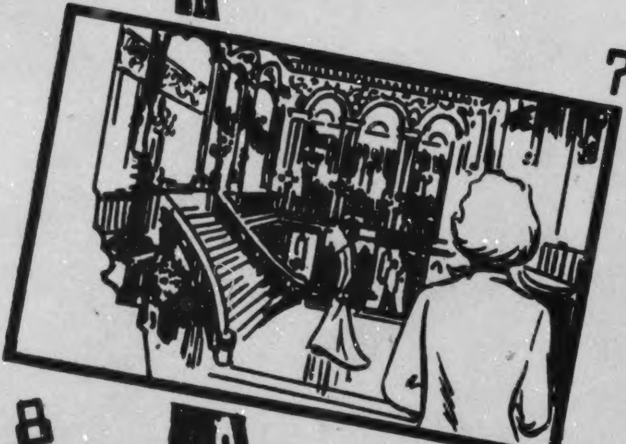

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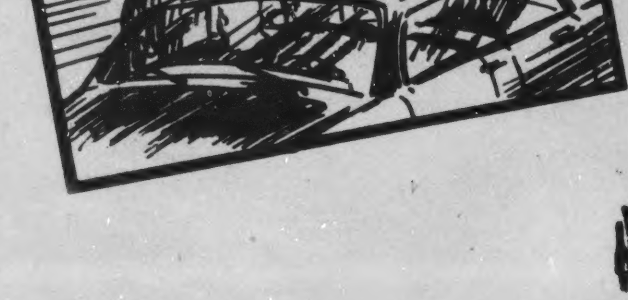


Step 2

Now you can test yourself on how well you understood the narration which you have just heard. If you feel that you are sufficiently prepared to take the following quizzes, read the instructions.

SELF-EVALUATIVE QUIZ No. 1

INSTRUCTIONS

As was done before, the narration will be replayed in small blocks. Each block of narration will be followed by several questions. Three answers for each question are printed in your workbook. Read them carefully and then mark the one which is correct or seems to be most logical. At the end of each block of narration and again just before the next block begins, you will hear a beep to separate the questions from the blocks. Ready? Start your tape.

ANSWER SHEET

SELF-EVALUATIVE QUIZ No. 1

1. _____a. Parce qu'elle n'a pas trouvé d'autobus.
_____b. Parce qu'elle avait un peu peur.
_____c. Parce qu'elle n'avait pas assez de temps pour prendre de nouveau l'autobus.

2. _____a. Parce qu'il n'a pas pu venir à Paris samedi.
_____b. Parce qu'il était un peu tard pour rentrer à Paris.
_____c. Parce qu'il n'aime pas Richard Wagner.

3. _____a. A l'Opéra.
_____b. Au Drugstore-Opéra.
_____c. Au Café de la Paix.

4. _____a. Elle est allée manger un sandwich.
_____b. Elle a admiré les femmes en robe longue.
_____c. Elle a parlé anglais avec une autre Américaine.

5. _____a. Pour aller à l'Opéra.
_____b. Pour voir Paris et la France.
_____c. Pour le compte de "Proctor et Gamble".

6. _____a. Parce qu'elle était seule à Paris.
   _____b. Parce qu'ils étaient Américains.
   _____c. Parce que Stéphanie avait un peu peur.

7. _____a. Un jour.
   _____b. Trois jours.
   _____c. Quatre jours.

8. _____a. Parce qu'elle a invité des amis à dîner.
   _____b. Parce qu'elle doit s'habiller pour aller dîner.
   _____c. Parce que Guy va arriver et il n'aime pas la mère de Stéphanie.

Now check your answers with the key at the end of this unit.

SELF-EVALUATIVE QUIZ No. 2

INSTRUCTIONS

Now you will hear seven excerpts from Stephanie's letter followed by a short statement. Decide whether each statement is true or false in relation to the corresponding excerpt. Mark your responses on the answer sheet for this quiz.

ANSWER SHEET

Quiz No. 2

	True	False
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Check your answers with the key at the end of this unit.

Step 3

In this exercise you will practice building up French sentences. First you will hear an utterance which you will have to expand. The clue for the expansion of the utterance is provided in your workbook in a written form. Having heard the first utterance and read the clue for the expansion, you are expected to repeat the spoken portion you hear from the tape and transform the written portion of the sentence into the correct spoken form. Then you will hear another portion of the sentence which you should expand in the same manner using the next written clue. Continue this procedure until you complete the sentence and then listen to the entire sentence and repeat it in the pause which follows.

EXAMPLE:

YOU HEAR: Tous les matins, Stéphanie ...
YOU SEE: Se lever à 8 heures
YOU SAY: Tous les matins, Stéphanie se levait à 8 heures,

YOU HEAR: mais samedi matin, elle ...
YOU SEE: se lever à 5 heures ...
YOU SAY: mais samedi matin, elle s'est levée à 5 heures,

YOU HEAR: parce qu'elle ...

YOU SEE: devoir prendre le train à 6 heures.

YOU SAY: parce qu'elle devait prendre le train à 6 heures.

CONFIRMATION:

Tous les matins, Stéphanie se levait à 8 heures; mais samedi matin, elle s'est levée à 5 heures, parce qu'elle devait prendre le train à 6 heures.

Let's begin!

(TAPE= Taped Stimulus, Sti. = Printed Stimulus, Stu. = Student)

1. **TAPE:** (   )

Sti.: entrer à l'Opéra

Stu.: ______

TAPE: (   )

Sti.: désirer admirer les femmes en robe longue

Stu.: ______

TAPE: (   )

Sti.: rester près de la porte

Stu.: ______

CONFIRMATION: (   )

2. TAPE: (   )

Sti.: aller à Paris

Stu.: ______

TAPE: (   )

Sti.: bien s'amuser

Stu.: ______

CONFIRMATION: (   )

3. TAPE: (   )

Sti.: arriver

Stu.: ______

TAPE: (   )

Sti.: l'attendre à la gare

Stu.: ______

TAPE: (   )

Sti.: être très surpris de la voir

Stu.: ______

CONFIRMATION: (   )

4. **TAPE:** (   )

Sti.: être vraiment magnifique

Stu.: ______

TAPE: (   )

Sti.: coûter très cher ...

Stu.: ______

TAPE: (   )

Sti.: acheter seulement un sac et trois disques

Stu.: ______

CONFIRMATION: (   )

5. **TAPE:** (   )

Sti.: préférer accompagner sa femme

Stu.: ______

TAPE: (   )

Sti.: ne pas pouvoir quitter Bruxelles

Stu.: ______

TAPE: (   )

Sti.: devoir partir seule

Stu.: ______

CONFIRMATION: (   )

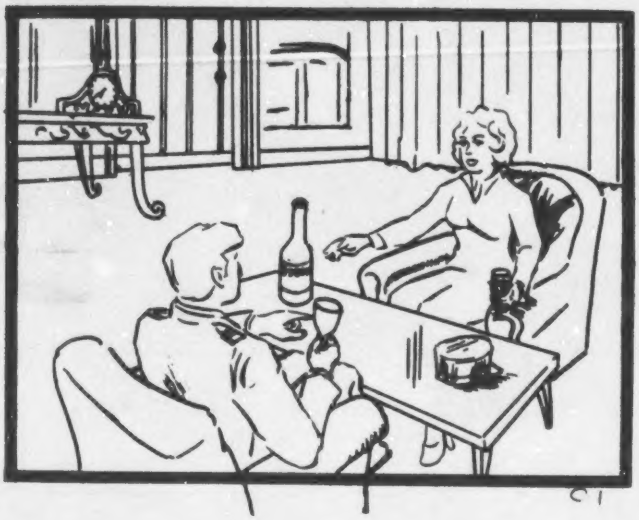
If you are not satisfied with your performance, go through it again before proceeding. Otherwise, read the instructions for step 4.

Step 4 (Conversation)

Listen to the following conversation. At first, only Stephanie and Major Perrin (le Commandant Perrin) will participate in it. You remember that Major Perrin was mentioned before; Corporal Lebeau was supposed to call him on the phone the day Colonel Shaefer left for Paris, and tell him to come one week later. He is now paying his visit to the Shaefers, but the Colonel is not here. He will arrive during the conversation. When Colonel Shaefer comes in, you will assume his part and join in the conversation. Whenever somebody addresses you, you should answer during the pause provided. You can say whatever and as much as you want so long as it is relevant. You may use your imagination and also all the information that was given you in Stephanie's letter and in previous situation tapes. The only requirement is that you use the past tense wherever appropriate. Do not stop the tape during the conversation and do not worry if you miss one chance to talk. Repeat this conversation as many times as you wish, until you believe that you perform your role adequately as Colonel Guy Shaefer. At this point record your answers, and let your instructor evaluate your performance. To aid your comprehension, look at the pictures which illustrate this conversation. And now, start your tape recorder.

Situation

Nous sommes dans le salon des Shaefer. Le Commandant Perrin et Stéphanie sont assis dans des fauteuils, un verre à la main.



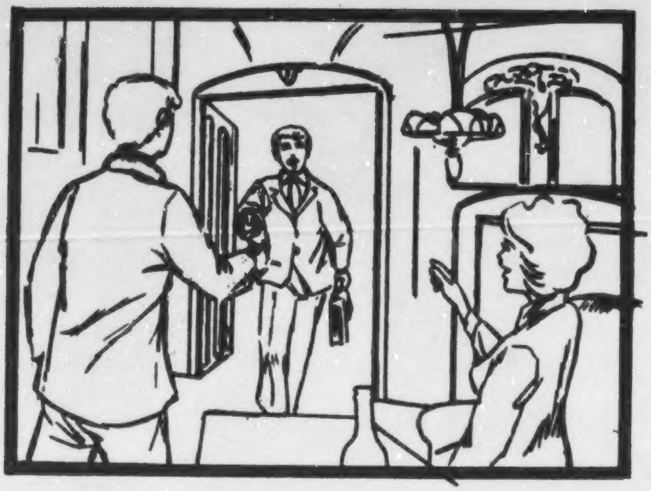
Stéphanie: (   )

Commandant: (   )

Stéphanie: (   )

Commandant: (   )

Stéphanie: (   )



(Le colonel Shaefer entre. La porte s'ouvrer)

Stéphanie: (   )

Commandant: (   )

Colonel: ______

Commandant: (   )

Colonel: ______

Commandant: (   )

Colonel: ______

Commandant: (   )

Stéphanie: (   )

Commandant: (   )

Colonel: ______

Commandant: (   )

Colonel: ______

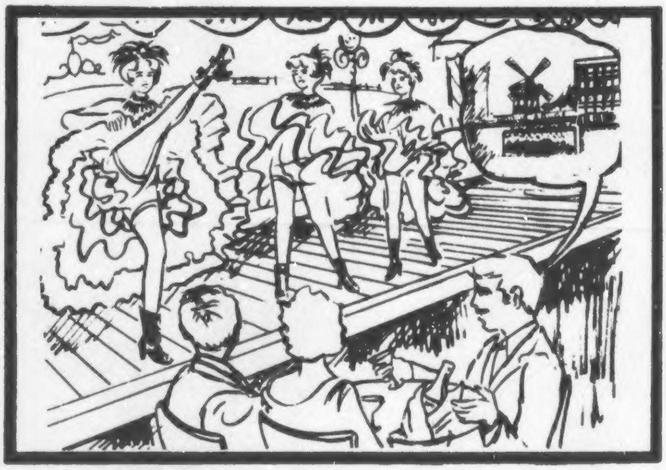
Commandant: (   )

Colonel: ______

Commandant: (   )

Colonel: ______

Stephanie: (   )



Colonel: ______

Commandant: (   )

Stephanie: (   )

Colonel: ______

End of Unit 3

KEY TO SELF-EVALUATIVE QUIZ No. 1

1. c
2. a
3. a
4. c
5. c
6. a
7. c
8. b

If you made more than one error, cover your previous answers and take the quiz over. If you had only one error or none at all, proceed with the second quiz.

KEY TO SELF-EVALUATIVE QUIZ No. 2

1. True
2. False
3. True
4. True
5. False
6. False
7. False

If you made more than one error, take the quiz over. To do this you must prepare a new answer sheet. If you had one or no errors, you may proceed with the next step. Read the instructions for step 3.

UNIT 4

OBJECTIVES

A. Performance Objectives.

1. Upon completion of this unit, the student will be able to:

   a. understand a conversation about ordering a meal in a French restaurant;

   b. order a meal from a French-speaking waiter.

B. Enabling Objectives.

To achieve the performance objectives as stated in a and b, the student will:

1. learn the following expressions from the cultural notes in this unit and be able to understand and use them in an appropriate context:

   a. Bonjour Messieurs-dames;
   b. Au revoir Messieurs-dames;
   c. Et pour ces Messieurs-dames?
   d. Qu'est-ce que je vous sers, Messieurs-dames?

2. learn the following vocabulary presented in steps 1, 2 and 3 of this unit, and be able to use this vocabulary when ordering a meal in a French restaurant:

a. l'artichaut
b. l'escargot
c. la douzaine
d. la crêpe
e. l'eau de Vichy
f. l'eau d'Evian
g. le champignon
h. le plat

C. The student's performance in listening and reading comprehension will be measured through self-evaluative tests requiring 95% accuracy. Fluency and pronunciation will be evaluated by the instructor.

This unit should not be used before Lesson 31 of the French Basic Course.

LISTENING COMPREHENSION AND PRACTICE

Cultural Notes

Before listening to the narrative and conversation which follow, you should know a few facts about French customs. You need also to learn some new vocabulary.

1. In an average restaurant or store, where both men and women are gathered, the expression "messieurs-dames" is commonly used as the form of address. For instance, upon entering or leaving, you will hear:

> Bonjour Messieurs-dames
> Au revoir Messieurs-dames

In a 3rd or 4th-class restaurant, or a cafe, the waiter may address you and your wife in an indirect manner, using the 3rd person plural, to show his respect. For instance, he will ask you:

> Et pour ces Messieurs-dames ...?

or more directly:

> Qu'est-ce que je vous sers, Messieurs-dames?

2. You may have seen in your supermarket or delicatessen bottles of French mineral water called Vichy. Vichy is only one of the many, many spas in France. Each one is known for

specific therapeutic properties, and one spa may vie with the others for reputation and fame. This is the case with Vichy, in Central France, and with Evian, near the Swiss border.

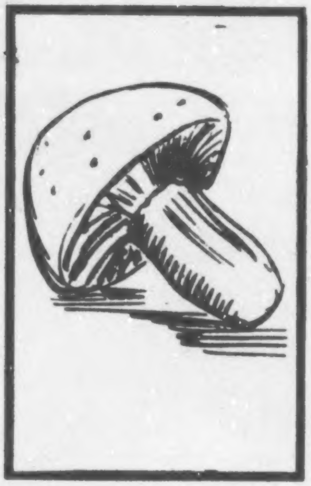
3. Note in the conversation which follows that the colonel addresses his wife in the familiar form which is commonly used in France among family members, close friends, and young people of both sexes. One also uses the familiar form to talk with children and animals. The familiar, or 2nd person singular form of verbs, is spoken like the 3rd person singular. Only il or elle is replaced by: tu.

Step 1

Set your tape recorder meter on "0."

Look at the pictures in your workbook and follow the instructions as they are given to you on the tape in French. Ready? Let's begin:

1



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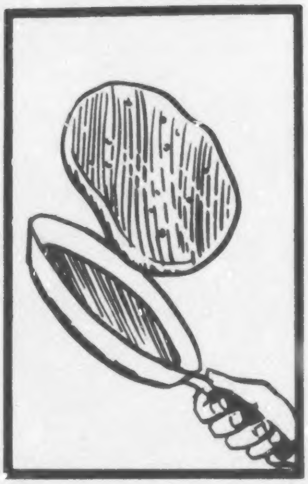

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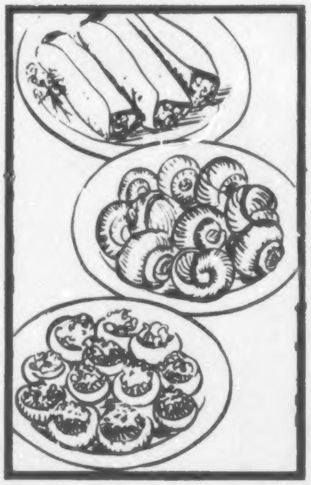

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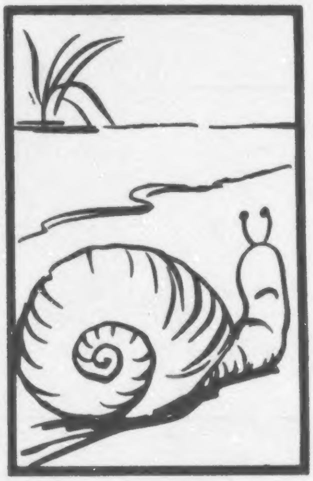

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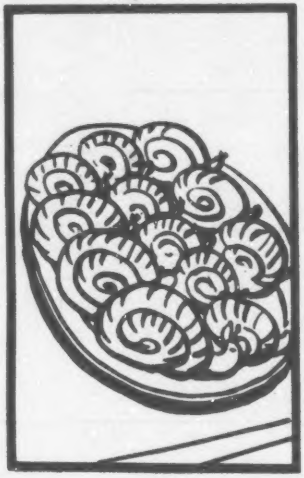

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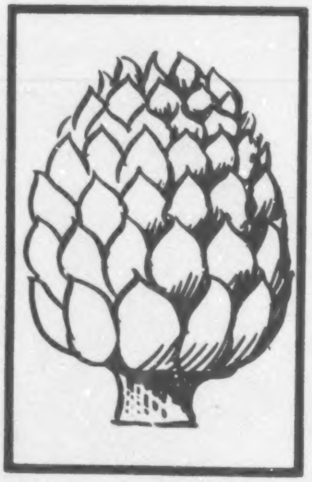

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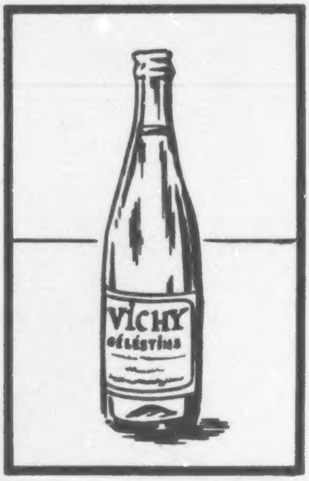
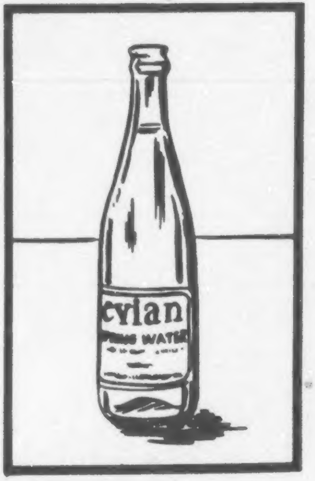

VICHY
CÉLESTINS

8



Step 2

To insure that you know those new words well enough to recognize them in the narrative and the conversation, let's take a short quiz. As the speaker says each word, mark down on the answer sheet the number of the drawing each word corresponds to. Use the illustrations on the facing page. These pictures will be referred to more than once. When you are finished, but not before, compare your answers with the key at the end of this unit. If you make any errors, go back to step 1 and repeat the exercises until you know all the words well enough to take the second trial successfully, that is, without any errors. Stop your tape and check your answers with the key for this quiz.

SELF-EVALUATIVE QUIZ No. 1

First Trial

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______

Second Trial

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______

Step 3

Before we proceed, let's examine the new words. Listen to the tape as you look at the written form of each word, then repeat it during the pause which follows. Do not try to repeat the confirmation. Begin:

	Stimulus		Response		Confirmation
1.	l'eau de Vichy	____	l'eau d'Evian	____	( ) ( )
2.	un escargot	____	l'escargot	____	( ) ( )
3.	une douzaine	____	la douzaine	____	( ) ( )
4.	un plat	____	le plat	____	( ) ( )
5.	un champignon	____	le champignon	____	( ) ( )
6.	une crêpe	____	la crêpe	____	( ) ( )
7.	Evian	____	Vichy	____	( ) ( )
8.	un artichaut	____	l'artichaut	____	( ) ( )

Read them once more, by yourself. Read aloud:

l'eau de Vichy, l'eau d'Evian

l'escargot

la douzaine

le plat

le champignon

la crêpe

Evian, Vichy

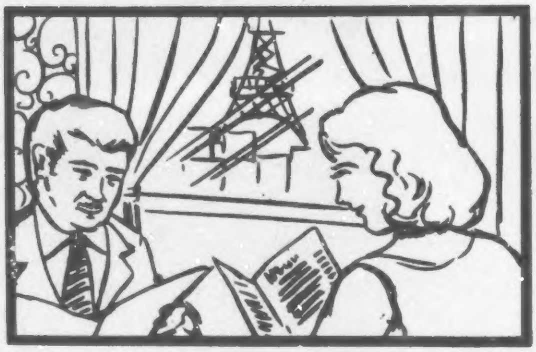
l'artichaut

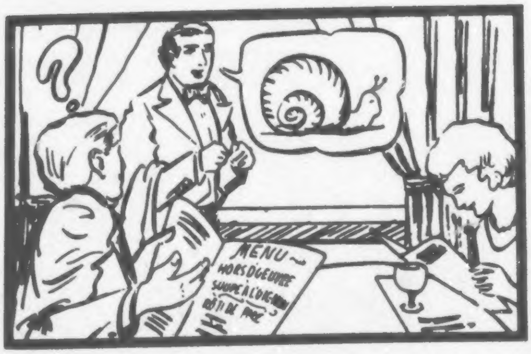
Now stop your tape and read the instructions for step 4.

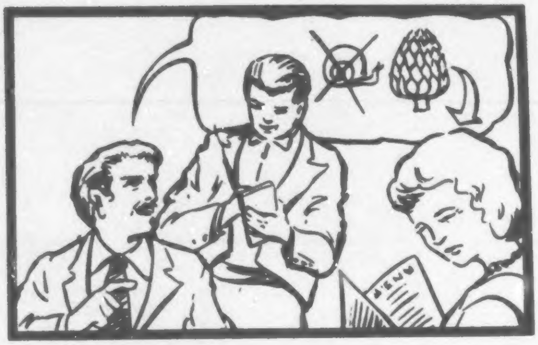
NARRATIVE

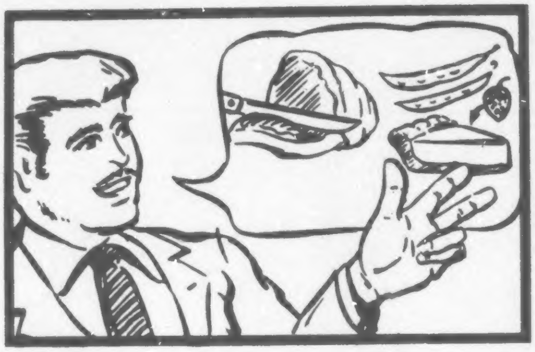
Step 4

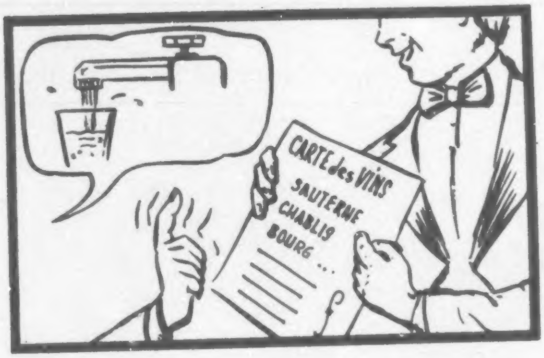
Listen carefully to the following narration as many times as necessary in order to understand it. Do not get discouraged if you do not grasp the full meaning right away. Some of the words you will hear are "cognates," that is, words that have the same meaning and sometimes the same spelling as the corresponding words in English, but their pronunciation may be slightly different. To make this even more realistic, think of yourself as actually there--for this is exactly the kind of situation you might find yourself in as soon as you reach your assignment abroad. To help you understand, look at the pictures on the next page.

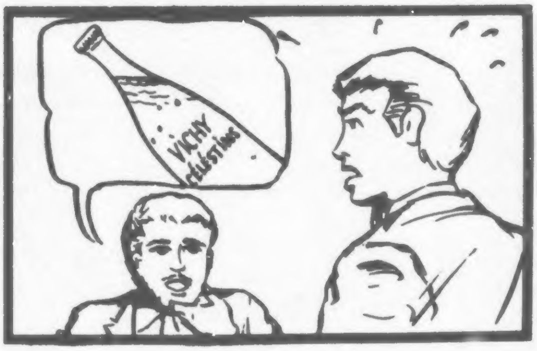



?
MENU~
HORS D'OEUVRE
SOUPE À L'OIGNON
RÔTI DE PORC





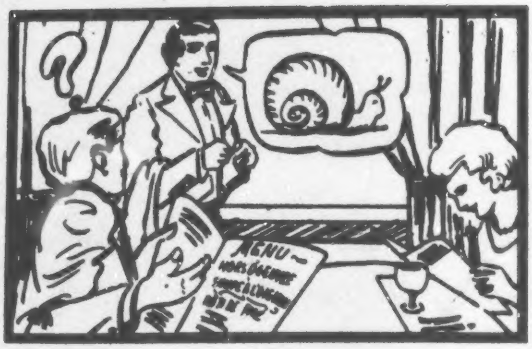

CARTE des VINS
SAUTERNE
CHABLIS
BOURG...

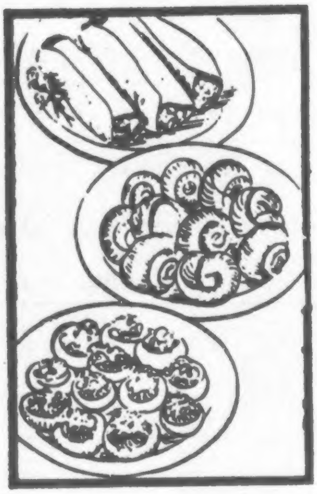

VICHY
Célestins

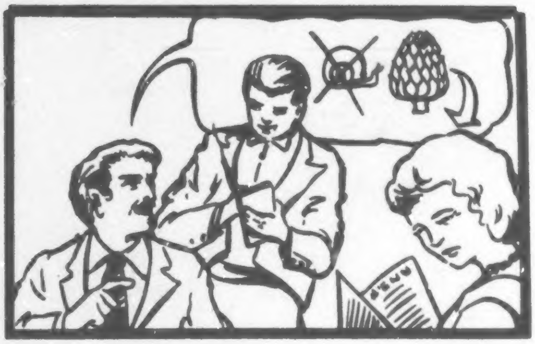
Step 5

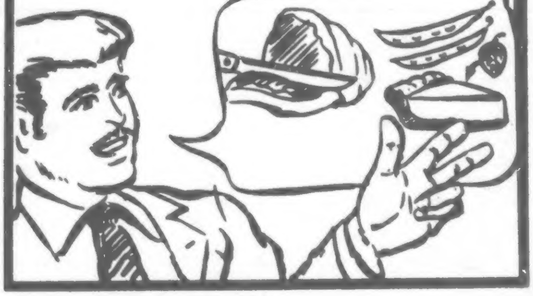
If you feel that you are ready for the following conversation, then proceed by listening to it. The first time, try to get the general meaning. Then, listen again as many times as necessary and concentrate on the details you may have missed the preceding time(s). To assist your comprehension, utilize the pictures which illustrate this conversation.

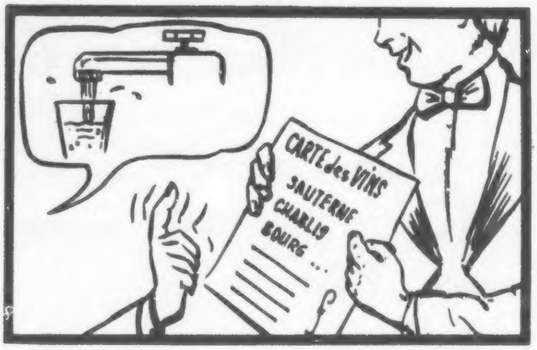
The participants in this conversation are Col. Shaefer (S.) and Paul (P.). Ready?

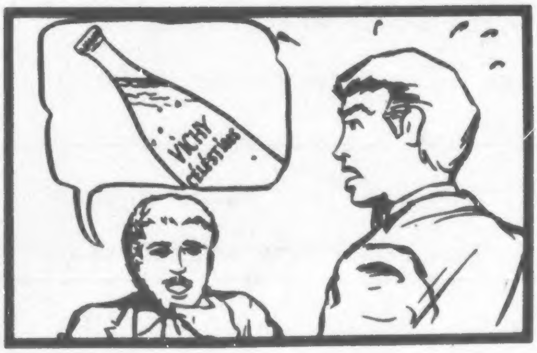

MENU

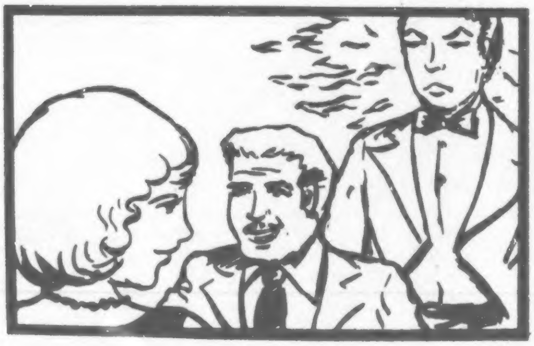


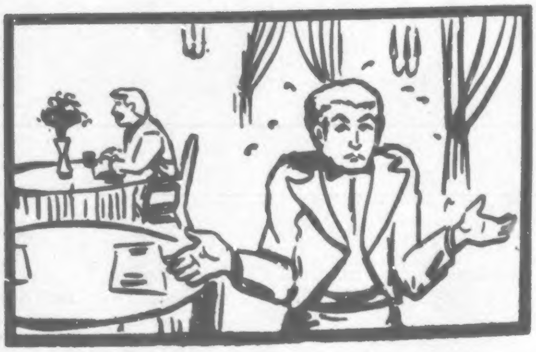





CARTE des VINS
SAUTERNE
CHABLIS
BOURG...


VICHY
Célestins





SELF-EVALUATIVE QUIZ No. 2

In order to determine if you have understood both the narrative and the conversation, we are going to replay the conversation, but this time in small blocks. Listen to these small blocks of conversation and the statement, or statements, that follow, and decide whether each statement is true or false in relation to the narrative and conversation. Mark your response on the answer sheet. At the end of each block of conversation and again just before the next block begins you will hear a beep to separate the True-False statements from the blocks of conversation.

ANSWER SHEET

SELF-EVALUATIVE QUIZ No. 2

	True	False
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		

Now compare your answers with the key provided at the end of this unit.

SELF-EVALUATIVE QUIZ No. 3

PART 1

In this part you will hear a number of incomplete sentences based on the narrative and the conversation of this unit. In your workbook you will have three choices to complete each sentence. Make a check mark on the line to indicate which best completes the sentence. Here we go:

ANSWER SHEET

SELF-EVALUATIVE QUIZ No. 3

PART I

1. _____ a. au revoir Monsieur-Madame.
_____ b. au revoir Messieurs-dames.
_____ c. bonjour Messieurs-dames.

2. _____ a. les plats.
_____ b. les champignons.
_____ c. le menu.

3. _____ a. tu.
_____ b. vous.
_____ c. elle.

4. _____ a. dix escargots.
_____ b. douze escargots.
_____ c. deux escargots.

5. _____ a. du vin.
_____ b. de la bière.
_____ c. de l'eau.

6. _____ a. pommes.
_____ b. fraises.
_____ c. cerises.

7. _____ a. les escargots.
_____ b. les légumes.
_____ c. le pain.

8. _____ a. vexé.
_____ b. surpris.
_____ c. furieux.

9. _____ a. de vin.
_____ b. d'eau de Vichy.
_____ c. d'eau d'Evian.

SELF-EVALUATIVE QUIZ No. 3

PART II

In this part of the quiz you will hear a number of questions based on the narrative and the conversation of this unit. For each question three possible answers are printed in your workbook. Read them carefully before marking the one which is correct or seems to be the most logical. Ready?

ANSWER SHEET

SELF-EVALUATIVE QUIZ No. 3

PART II

1. _____ a. Parce qu'elle n'aime pas les escargots.
_____ b. Parce qu'elle n'aime pas les champignons.
_____ c. Parce qu'elle adore le vinaigre.

2. _____ a. Parce que Stéphanie n'aime pas les escargots.
_____ b. Parce que le colonel prend seulement une douzaine d'escargots.
_____ c. Parce que le colonel ne va pas boire de vin.

3. _____ a. Qu'il faut boire de l'eau d'Evian.
_____ b. Qu'il faut boire du vin.
_____ c. Qu'il ne faut pas boire de l'eau de Vichy.

4. _____ a. Qu'il n'y a pas d'eau de Vichy à Evian.
_____ b. Qu'il n'y a pas d'eau de Vichy au restaurant.
_____ c. Qu'il y a du vin au restaurant.

5. _____ a. Parce qu'il plaisante.
_____ b. Parce qu'il n'aime pas l'eau d'Evian.
_____ c. Parce qu'il ne connaît pas bien la France.

6. _____ a. Le garçon perd patience.
_____ b. Le garçon commence à rire.
_____ c. Le garçon insulte le colonel.

Now check your answers with the key provided at the end of this unit.

Step 6

To conclude this unit, you will be given a chance to prove to yourself how well you could handle a conversation with a waiter in a restaurant upon arrival at your new assignment.

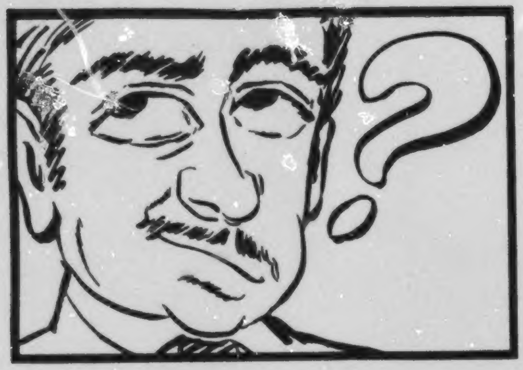
This new conversation is quite similar to the one you heard before, yet it is not exactly the same.

First of all, you will hear a number of questions which you are expected to answer during the pause left for your response. But at this time, after each question, a picture will provide you with the clue to the type of answer you are expected to construct--either affirmative or negative. If you are supposed to use specific vocabulary items, the picture will also suggest the words to you. Beyond these limits, you are free to say what and how much you want, so long as it is relevant. This means: do not be satisfied with a "yes" or "no" answer. Form a complete sentence as often as you can and do not worry about mistakes or about not having time to finish your sentence. In short, answer to the best of your ability, and when you feel satisfied with your performance, record your responses on tape and let your instructor evaluate your recording for comprehension, pronunciation, and fluency.

Are you ready to start? Go ahead:

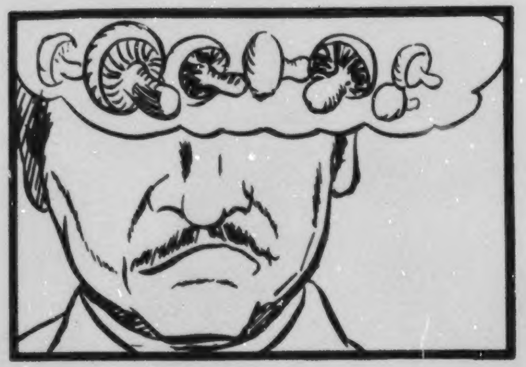
1. P.: (   )

S.:



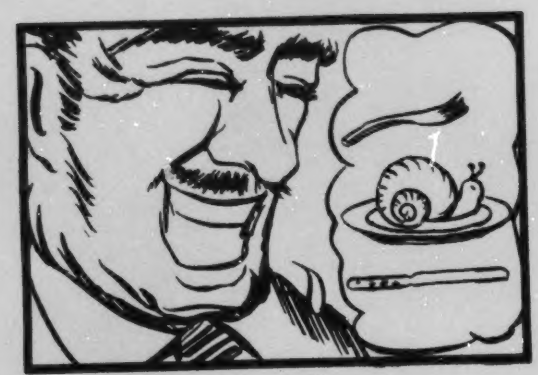
2. P.: (   )

S.:



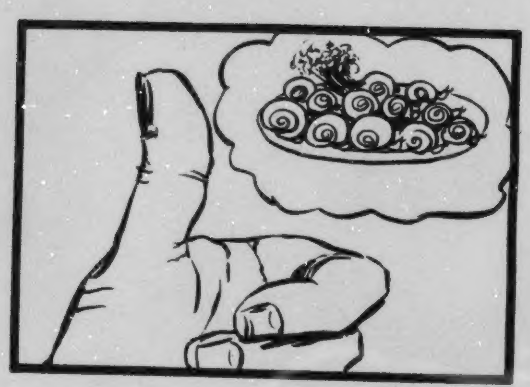
3. P.: (   )

S.:



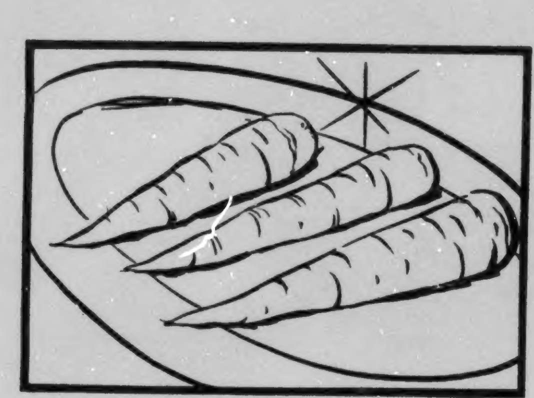
4. P.: (   )

S.:



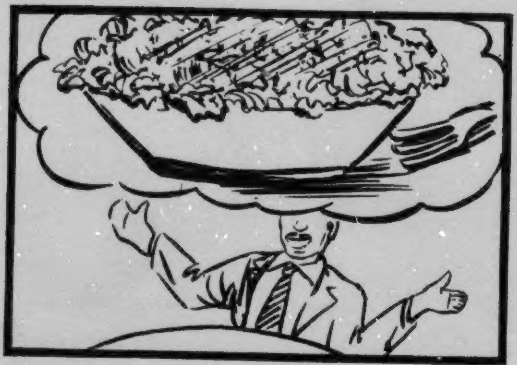
5. P.: (   )

S.:



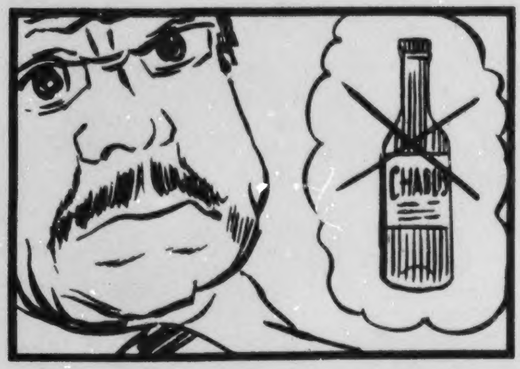
6. P.: (   )

S.:



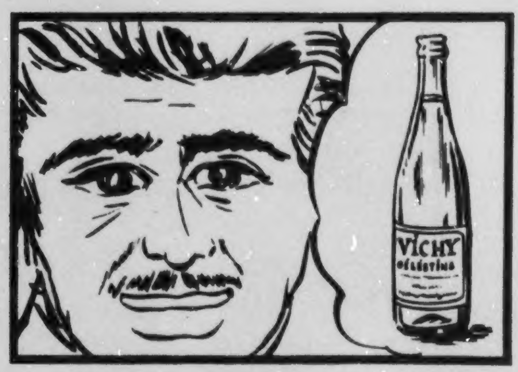
7. P.: (   )

S.:



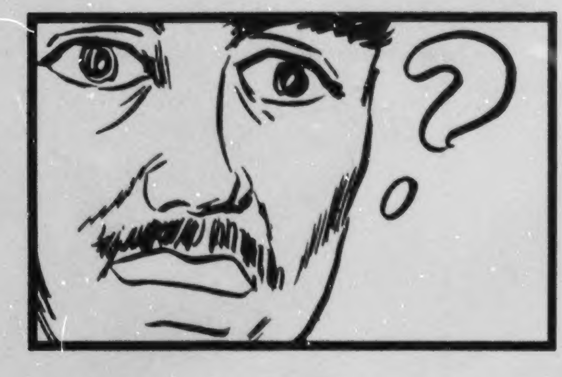
8. P.: (   )

S.:


VICHY
CELESTINS

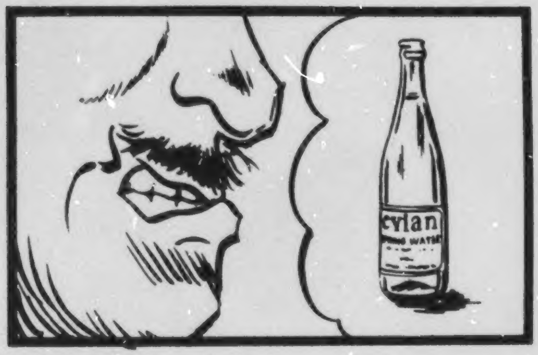
9. P.: (   )

S.:



10. P.: (   )

S.:


evian
WATER

End of Unit 4

KEY TO SELF-EVALUATIVE QUIZ No. 1

First Trial

1. 2
2. 3
3. 6
4. 4
5. 7
6. 1
7. 8
8. 5

If you made any errors, go back to step 1. Otherwise, proceed to step 3.

Second Trial

1. 7
2. 4
3. 3
4. 5
5. 1
6. 2
7. 8
8. 6

KEY TO SELF-EVALUATIVE QUIZ No. 2

Statement	True	False
1.	X	
2.	X	
3.	X	
4.		X
5.	X	
6.	X	
7.		X
8.	X	
9.	X	
10.		X
11.	X	

If you made more than one mistake, take the quiz over. Use a new sheet of paper to write down your answers. If you made no more than one mistake, start your tape and proceed with the next quiz.

KEY TO SELF-EVALUATIVE QUIZ No. 3

Part I

1. b
2. c
3. a
4. b
5. c
6. b
7. a
8. b
9. c

Part II

1. a
2. c
3. b
4. a
5. c
6. a

If you made more than one error in both parts of this quiz, listen to the narrative and the conversation again and take the quiz over. However, if you made no more than one error, you may proceed. Read the instructions for step 6.

UNIT 5

SITUATION TAPE

OBJECTIVES

1. Upon completion of this unit the student will be familiar with the conditional mood. The student will also understand, use, and properly pronounce the following new vocabulary items: *un caniche*, *un locataire*, *un immeuble*, *le rez-de-chaussée*, *une pierre*, *disponible*, *la chaussée*, *un escalier*.

2. The student will listen to a narrative after which he will participate in a structured conversation using the vocabulary and grammatical structures outlined in item 1 above. Comprehension of the narrative and conversation will be evaluated by means of a true-false quiz, each item of which will be marked true or false, and a multiple-choice, sentence completion quiz.

3. The conversation consists of 35 stimuli spoken on tape and to which the student must orally respond. The conversation may be repeated as many times as necessary until proficiency is obtained and then should be recorded for the instructor's evaluation. The true-false quiz consists of 10 items. The

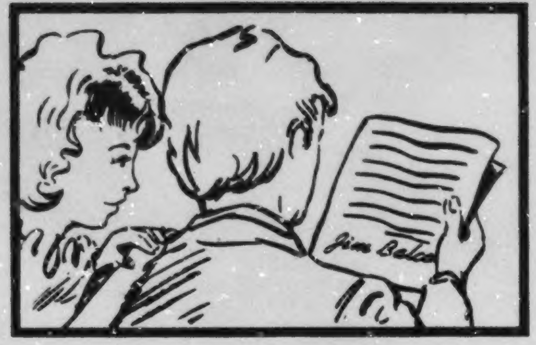
multiple-choice, sentence completion quiz consists of 10 incomplete sentences with three possible completions provided in writing from which the correct completion should be chosen.

4. Ninety percent accuracy is required on the self-evaluative quizzes. The conversation will be evaluated by the instructor for grammatical acceptability and pronunciation.

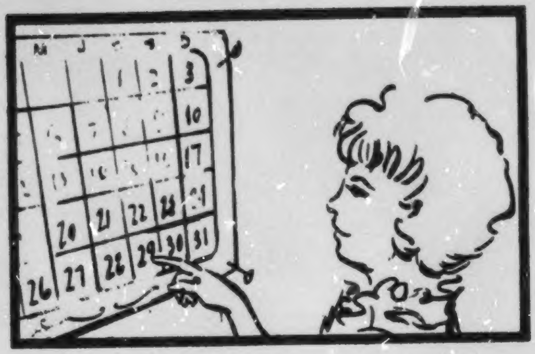
5. This unit should not be used before lesson 52 of the French Basic Course.

Step 1 (Narration)

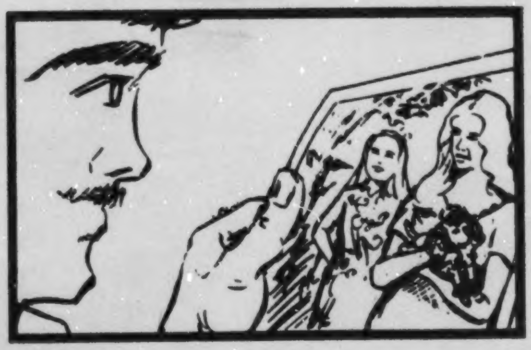
Listen to the following narration as many times as necessary to understand it thoroughly. To aid your understanding look at the corresponding pictures. Let's begin!


Jim Balc

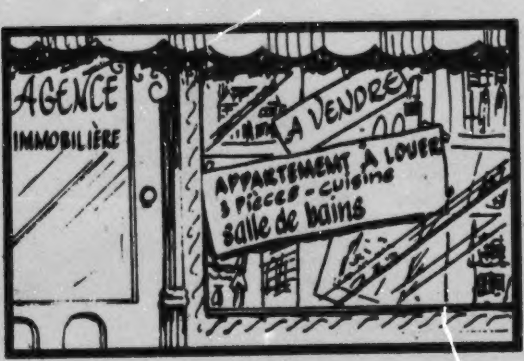
1


1
2
3
10
17
20
21
22
26
27
28
29
30
31

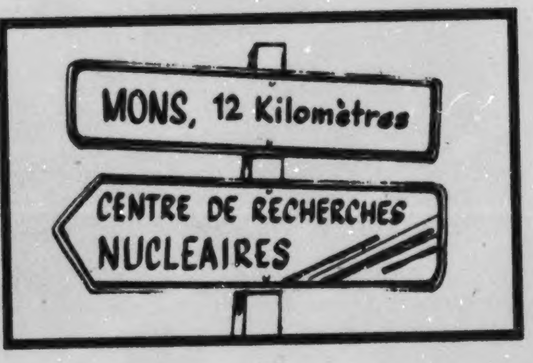
2



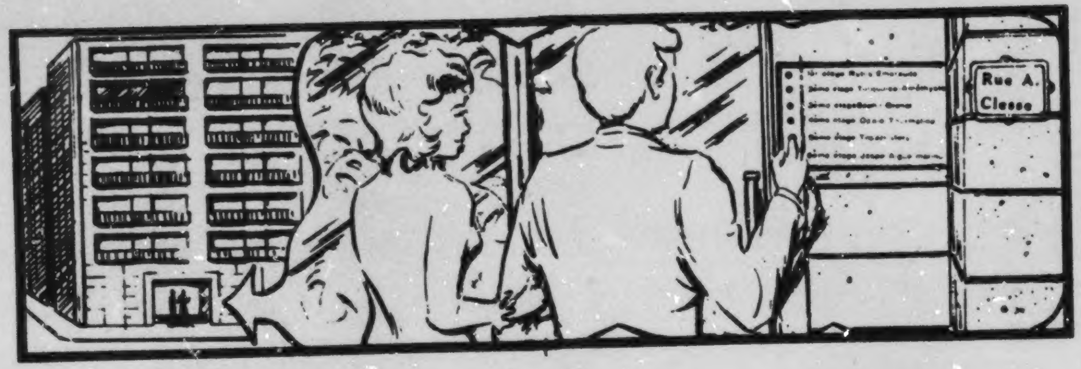
3


AGENCE
IMMOBILIÈRE
A VENDRE
APPARTEMENT À LOUER
3 Pièces - cuisine
salle de bains

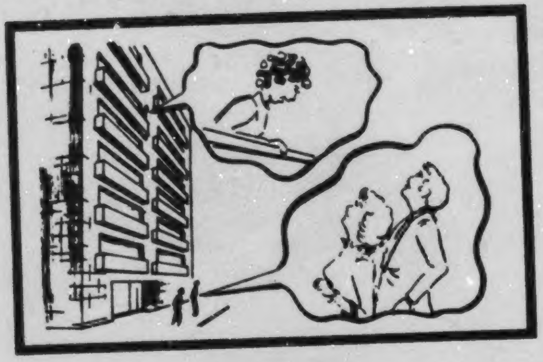
4


MONS, 12 Kilomètres
CENTRE DE RECHERCHES
NUCLEAIRES

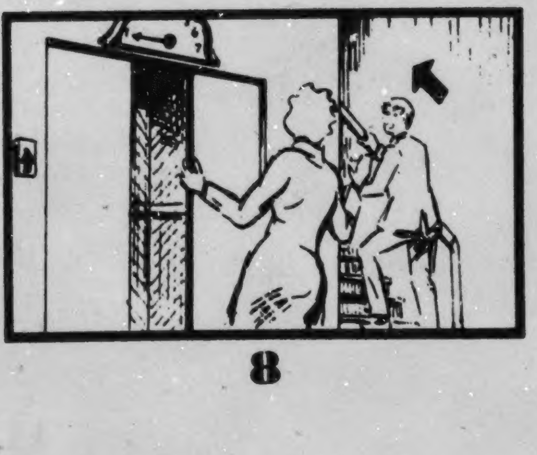
5


Rue A.
Classe

6



7



8

Step 2

In this exercise you will practice a conversation with the speaker on tape. The conversation is based on the narration you heard in Step 1. Listen to the speaker and try to respond to his stimulus using the vocabulary and grammatical features from the objective of this unit. You may repeat the conversation as many times as you need but don't stop the tape during the conversation. When you feel satisfied with your responses, record them on tape and let your instructor listen to them and evaluate your performance.

Ready?

Step 3

Now you should be ready to test yourself on how well you have understood the narration and the exercise that followed. Turn to your answer sheet for quiz no. 1.

SELF-EVALUATIVE QUIZ No. 1

Next you will hear 10 statements. Decide whether each is true or false in relation to what you have heard on the tape and seen from the associated pictures in your workbook. Mark your answers on the answer sheet. If you are ready, let's begin:

ANSWER SHEET

SELF-EVALUATIVE QUIZ No. 1

	True	False
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Now check your answers using the key at the end of this unit.

SELF-EVALUATIVE QUIZ No. 2

In this quiz you will hear 10 incomplete sentences based on the narration and the conversation of this unit. In your workbook you will have three choices to complete each sentence. Make a check mark on the line to indicate which best completes the sentence in the light of the narration and conversation. Ready?

ANSWER SHEET

SELF-EVALUATIVE QUIZ No. 2

1. _____a. la femme du Colonel Balco.

   _____b. la fille du Colonel Balco.

   _____c. la mère du Colonel Balco.

2. _____a. un fox-terrier.

   _____b. un bouledogue.

   _____c. un caniche.

3. _____a. 2 ans.

   _____b. 12 ans.

   _____c. 42 ans.

4. _____a. à Bruxelles.

   _____b. à Mons.

   _____c. plus près de Mons que de Bruxelles.

5. _____a. des maisons et des appartements à louer seulement.

   _____b. seulement des appartements à louer.

   _____c. des maisons et des appartements à louer ou à vendre.

6. _____a. au sixième étage, à gauche.

   _____b. au cinquième étage, à droite.

   _____c. au cinquième étage, à gauche.

7. _____a. 2 chambres à coucher et 1 salle de bains.
_____b. 2 chambres à coucher et 2 salles de bains.
_____c. une cuisine et pas de salle de bains.

8. _____a. le locataire.
_____b. le propriétaire.
_____c. l'agence immobilière.

9. _____a. à l'étage qui est sur le même plan que la rue.
_____b. au premier étage.
_____c. dans la rue.

10. _____a. par l'ascenseur.
_____b. par l'escalier.
_____c. par l'escalier ou l'ascenseur.

Now check your answers with the key at the end of this unit.

KEY TO SELF-EVALUATIVE QUIZ No. 1

1. T
2. T
3. T
4. T
5. F
6. T
7. F
8. T
9. F
10. F

If you made more than one error, take this quiz over. Use a new sheet of paper to mark down your answers. If you had only one error, or no errors, proceed with the next quiz.

KEY TO SELF-EVALUATIVE QUIZ No. 2

1. a
2. c
3. b
4. b
5. c
6. c
7. a
8. a
9. c
10. b

If you made more than one error, listen to the conversation again, then take the quiz over. Use a new sheet of paper to mark down your answers. If you had only one error, or no errors, you may consider this unit completed.

UNIT 6

SITUATION TAPE

OBJECTIVES

1. Upon completion of this unit, the student will be able to comprehend and use complex sentences which utilize the conditional present tense in the independent clause and the imperfect tense in the subordinate clause.

2. The student will do this by participating in transformation drills, multiple-choice exercises, and by answering conversational questions. The student's performance will be evaluated by means of three self-evaluative quizzes.

3. Ninety percent accuracy is required on each of the self-evaluative quizzes. The exercises and quizzes may be repeated as often as necessary to obtain the required proficiency.

4. This unit should not be used before lesson 52 of the French Basic Course.

PART 1

Notes

In French, requests can be expressed either through the use of the imperative form or the conditional form. Commands or orders are expressed through the use of the imperative, whereas more polite requests are commonly expressed through the present conditional.

Step 1

In the first step of this exercise you will hear sentences in the present indicative. Transform these sentences from present indicative to present conditional, then listen to the confirmation. Remember that these sentences should express wishes or polite requests, thus the sentence intonation is also a very important factor. First listen to an example:

	Stimulus	Response	Confirmation
	( )	______	( )
	Now begin!		
1.	( )	______	( )
2.	( )	______	( )
3.	( )	______	( )

	Stimulus	Response	Confirmation
4.	( )	______	( )
5.	( )	______	( )

Step 2

In this exercise you will hear sentences expressing abrupt commands. Your task is to construct interrogative sentences expressing the same ideas, but in a more polite form by utilizing the present conditional of vouloir and pouvoir. After your response, you will hear a confirmation. If you make a mistake, don't repeat the confirmation but try to improve your response with each sentence. First listen to the example:

Example:

Stimulus	Response	Confirmation
( )	______	( )
	______	( )

Now begin!

1.	( )	______	( )
		______	( )
2.	( )	______	( )
		______	( )

Stimulus	Response	Confirmation
3. ( )	______	( )
	______	( )
4. ( )	______	( )
	______	( )
5. ( )	______	( )
	______	( )

Step 3

In the sentences that you will next compose you should also use the present conditional of pouvoir in the interrogative. In addition you are required to make the question negative. For example:

Stimulus	Response	Confirmation
( )	______	( )

Now begin!

1. ( )	______	( )
2. ( )	______	( )
3. ( )	______	( )

	Stimulus	Response	Confirmation
4.	( )	______	( )
5.	( )	______	( )

Step 4

Now you will construct sentences expressing surprise, doubt, or possibility. You will hear a sentence in the present indicative or the future. Transform the sentence into the present conditional by changing the verb form and dropping from the stimulus all the words which become unnecessary when the conditional is used. First listen to the example:

Stimulus	Response	Confirmation
( )	______	( )

Now begin!

1.	( )	______	( )
2.	( )	______	( )
3.	( )	______	( )

	Stimulus	Response	Confirmation
4.	( )	______	( )
5.	( )	______	( )

Step 5

In this exercise the present conditional will be used to repeat another person's statement which the speaker accepts as possibly true, but with reservations. You will hear a sentence in the present indicative, the future, or the past which contains a quote of what another person said or wrote. Transform the sentence into the present conditional by changing the verb form and by dropping from the stimulus all the words which become unnecessary when the conditional is used. Begin your response each time with the expression "d'après...". Listen first to the example:

Stimulus: ( )

Response: ______________________

Confirm.: ( )

Begin:

1. S. (   )

   R. ______________________________

   C. (   )

2. S. (   )

   R. ______________________________

   C. (   )

3. S. (   )

   R. ______________________________

   C. (   )

4. S. (   )

   R. ______________________________

   C. (   )

5. S. (   )

   R. ______________________________

   C. (   )

6. S. (   )

   R. ______________________________

   C. (   )

Now stop your tape and read the instructions for Self-Evaluative Quiz No. 1.

SELF-EVALUATIVE QUIZ No. 1

In the following quiz which consists of 10 items, you will hear sentences containing the imperative, present indicative, past, or future tense. You will be required to transform each item into a sentence utilizing the present conditional which reflects one of the four meanings of this verbal form when used in an independent clause. You can select for each of your responses any of the structures which you practiced in the preceding steps of this unit. Sometimes, however, there may be more than one possible correct response--like voudriez-vous instead of pourriez-vous and vice versa. Do not get discouraged if the confirmation that you hear does not coincide exactly with your answer. Since more than one answer may be correct, it is imperative for you to also let your instructor evaluate your responses. Therefore, record this quiz, keeping in mind 1) that you must not stop the tape during the quiz, and 2) that you should respond quickly during the pause provided after the stimulus and before you hear the confirmation. If you fail to respond to one stimulus or use the wrong verbal form, mark off that item. This will tell you whether you passed this quiz or not. Now, if you feel sufficiently prepared, set your tape-recorder on "record" and let's begin.

First listen to an example:

You hear: (   )

You say: (   )

And now let's proceed:

1. : (   )

   ____

   : (   )

2. : (   )

   : ______________________________

   : (   )

3. : (   )

   : ______________________________

   : (   )

4. : (   )

   : ______________________________

   : (   )

5. : (   )

   : ______________________________

   : (   )

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6. : (   )

: ______________________________

: (   )

7. : (   )

: ______________________________

: (   )

8. : (   )

: ______________________________

: (   )

9. : (   )

: ______________________________

: (   )

10. : (   )

: ______________________________

: (   )

If you were wrong more than once, review steps 1 through 5 and take this quiz over without recording it. Be sure that you can pass the quiz with no more than one error before you proceed to Part 2. Next read the instructions for Part 2.

END OF PART 1

PART 2

Step 6

Now we are going to practice sentences which indicate an action that would take place if a certain condition were fulfilled. In this case, it is important to remember that the main clause is constructed in present conditional while the subordinate, or "if" clause is always in the imperfect.

In the following exercise you will hear sentences consisting of two negative clauses in the present indicative. You should make these sentences affirmative and change the first clause into an "if" clause using the imperfect, while the second clause should be changed to the conditional. Listen carefully to the example:

Stimulus: (   )
Response: ______________________________
Confirmation: (   )

Now let's begin:

1. S. : (   )
R. : ____
C. : (   )

2. S. : (   )
R. : ______________________________
C. : (   )

3. S. : (   )
R. : ______________________________
C. : (   )

In the sentences that you will hear now, the main clause is negative and the subordinate clause is introduced by the expression "parce que". In your response, change "parce que" to "si" followed by a negative verb in the imperfect. Then complete the sentence with the main clause in the affirmative and the present conditional. First listen to the example:

Stimulus: (   )
Response: ______________________________
Confirmation: (   )

Now begin:

1. S. : (   )
R. : ______________________________
C. (   )

2. S. : (   )
R. : ______________________________
C. : (   )

3. S. : (   )

R. : ______________________________

C. : (   )

Step 7

This time you will hear two verbs in the infinitive, which may or may not be followed by an object. Form a sentence using the two verbs. In your response, change the second verb to the present conditional and the first verb to the imperfect preceded by "si." Listen to the example:

	Stimulus	Response	Confirmation
	( )	______	( )

Your turn now!

1.	( )	______	( )
2.	( )	______	( )
3.	( )	______	( )
4.	( )	______	( )
5.	( )	______	( )

Step 8

In this exercise you will hear a sentence using the present indicative and the future. Transform that sentence into the past, changing the present to the imperfect and the future to the conditional. The same sentence will be heard a second time, but a subordinate clause introduced by "si" will be added to it. Say the whole sentence from the beginning, changing all present tenses to imperfect tenses, and the future to the conditional. Listen first to the example:

Stimulus: (   )
Response: ____________________
Confirmation: (   )

Stimulus: (   )
Response: ____________________________________
Confirmation: (   )

Your turn now:

1. S.: (   )
R.: ________________________________
C.: (   )

2. S.: (   )
R.: ____
C.: (   )

3. S.: (   )

R.: ______________________________

C.: (   )

4. S.: (   )

R.: ____

C.: (   )

5. S.: (   )

R.: ____________________________________

C.: (   )

6. S.: (   )

R.: ____

C. (   )

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SELF-EVALUATIVE QUIZ No. 2

This quiz will test your ability to use both the conditional and the imperfect within the same sentence. Turn to your answer sheet and listen to the instructions.

Instructions

In this quiz you will hear ten incomplete sentences. You will have two choices provided in your workbook for completing each sentence. Mark the item which is grammatically correct in reference to the spoken clue. First listen to an example:

ANSWER SHEET

SELF-EVALUATIVE QUIZ No. 2

EXAMPLE: __X__ a. irions au cinéma

_____ b. allions au cinéma

1. _____ a. pourriez?

_____ b. pouviez?

2. _____ a. voudraient?

_____ b. voulaient?

3. _____ a. retournerait à Paris

_____ b. retournait à Paris

4. _____ a. serait libre

_____ b. était libre

5. _____ a. pourrait jouer sur la terrasse

_____ b. pouvait jouer sur la terrasse

6. _____ a. louerait?

_____ b. louait?

7. _____ a. voudrait faire de l'exercice?

_____ b. voulait faire de l'exercice?

8. _____ a. m'ennuierais

_____ b. m'ennuyais

9. _____ a. prendriez-vous le train?

_____ b. preniez-vous le train?

10. _____ a. enverraient-ils un télégramme aux Balco?

_____ b. envoyaient-ils un télégramme aux Balco?

Now check your answers with the key at the end of this Unit

PART 3

In this part, we will study the only situation when "si" can be followed by a conditional; this occurs when "si" expresses doubt, or uncertainty and corresponds to "whether" in English.

Step 9

In the following sentences, change the future to the conditional, in accordance with the following example:

Stimulus: ( ) / ( )

Response: ____

Confirmation: ( )

Let's begin:

1. S.: ( ) / ( )

R.: ____

C.: ( )

2. S.: ( ) / ( )

R.: ____

C.: ( )

3. S.: ( ) / ( )

R.: ____

C.: ( )

Step 10

Now answer the following questions by changing the present indicative to the imperfect, and the future to the present conditional. Follow the example:

Stimulus	Response	Confirmation
( )	____	( )

Now begin!

1. S. (   )
   R. ____________
   C (   )

2. S. (   )
   R. ____________
   C. (   )

3. S. (   )
   R. ____________
   C. (   )

4. S. (   )
   R. ____________
   C. (   )

5. S. (   )
   R. ____________
   C. (   )

Let's repeat the exercise, but this time replace "je ne savais pas" with "je me demandais" in accordance with the following example:

Stimulus	Response	Confirmation
( )	_____	( )

Your turn now:

1. S. (   )
R. __________
C. (   )

2. S. (   )
R. __________
C. (   )

3. S. (   )
R. __________
C. (   )

4. S. (   )
R. __________
C. (   )

5. S. (   )
R. __________
C. (   )

Now stop your tape and read the following instructions.

SELF-EVALUATIVE QUIZ No. 3

In this quiz you will hear 10 statements or questions containing a clause introduced by "si." In every "si" clause the verb will be omitted and replaced by a pause. You should decide which of the two choices printed in your workbook is grammatically correct in reference to the spoken statement or question. The general meaning of the sentence will tell you whether "si" implies doubt, in which case you should use the present conditional, or if it introduces a condition to be fulfilled, in which case you should use the imperfect. Now turn to your answer sheet and let's begin with two examples:

ANSWER SHEET

SELF-EVALUATIVE QUIZ No. 3

EXAMPLES: Case NO 1: ____ a. acceptait __X__ b. accepterait

Case NO 2: __x__ a. pouvait ____ b. pourrait

1. ____ a. vouliez
   ____ b. voudriez
2. ____ a. préférait
   ____ b. préférerait
3. ____ a. avaient l'obligeance
   ____ b. auraient l'obligeance
4. ____ a. avaient l'obligeance
   ____ b. auraient l'obligeance
5. ____ a. allaient
   ____ b. iraient
6. ____ a. pouvaient
   ____ b. pourraient
7. ____ a. arrivaient
   ____ b. arriveraient
8. ____ a. pouvions
   ____ b. pourrions
9. ____ a. remplissait
   ____ b. remplirait
10. ____ a. avait
    ____ b. aurait

Now check your answers with the key at the end of this Unit.

KEY TO SELF-EVALUATIVE QUIZ No. 2

1. b
2. b
3. a
4. b
5. b
6. a
7. b
8. a
9. a
10. a

If you made more than one error, review steps 6, 7, and 8 then take this quiz over. Use a new sheet of paper to mark down your answers.

KEY TO SELF-EVALUATIVE QUIZ No. 3

1. a
2. b
3. b
4. a
5. a
6. b
7. b
8. b
9. a
10. a

If you made more than one error, review steps 9 and 10 then take the quiz over. Take a new sheet of paper to mark down your answers. If you made no errors or only one error, you have successfully completed this unit.

END OF UNIT 6

UNIT 7

SITUATION TAPE

OBJECTIVES

1. Upon completion of this unit, the student will be able to use the conditional mood and the conditional mood with the imperfect tense correctly by responding to multiple-choice sentence completion exercises, by participating in a conversation, and by preparing and delivering a short speech.

2. The student is required to obtain 90% or better on the multiple-choice evaluative quiz.

3. The student's role in the conversation will be evaluated for grammatical acceptability and correct pronunciation by his instructor. The student must respond correctly to seven of eight conversational stimuli.

4. The speech should be five to seven minutes in length and should utilize the vocabulary and grammatical constructions stressed in this unit. The speech will be evaluated by the instructor.

5. This unit should not be used before Lesson 54 of the French Basic Course.

Step 1

Listen to the following narration as many times as necessary until you understand it thoroughly. It will give you all the clues that you will need in order to participate effectively in the conversation at the end of this unit. The second part of this narration will be announced by a BEEP. When you hear it, turn to the plan of the apartment which is printed in your workbook and look at it as you listen to the second half of the narration. If you are ready, let's begin:

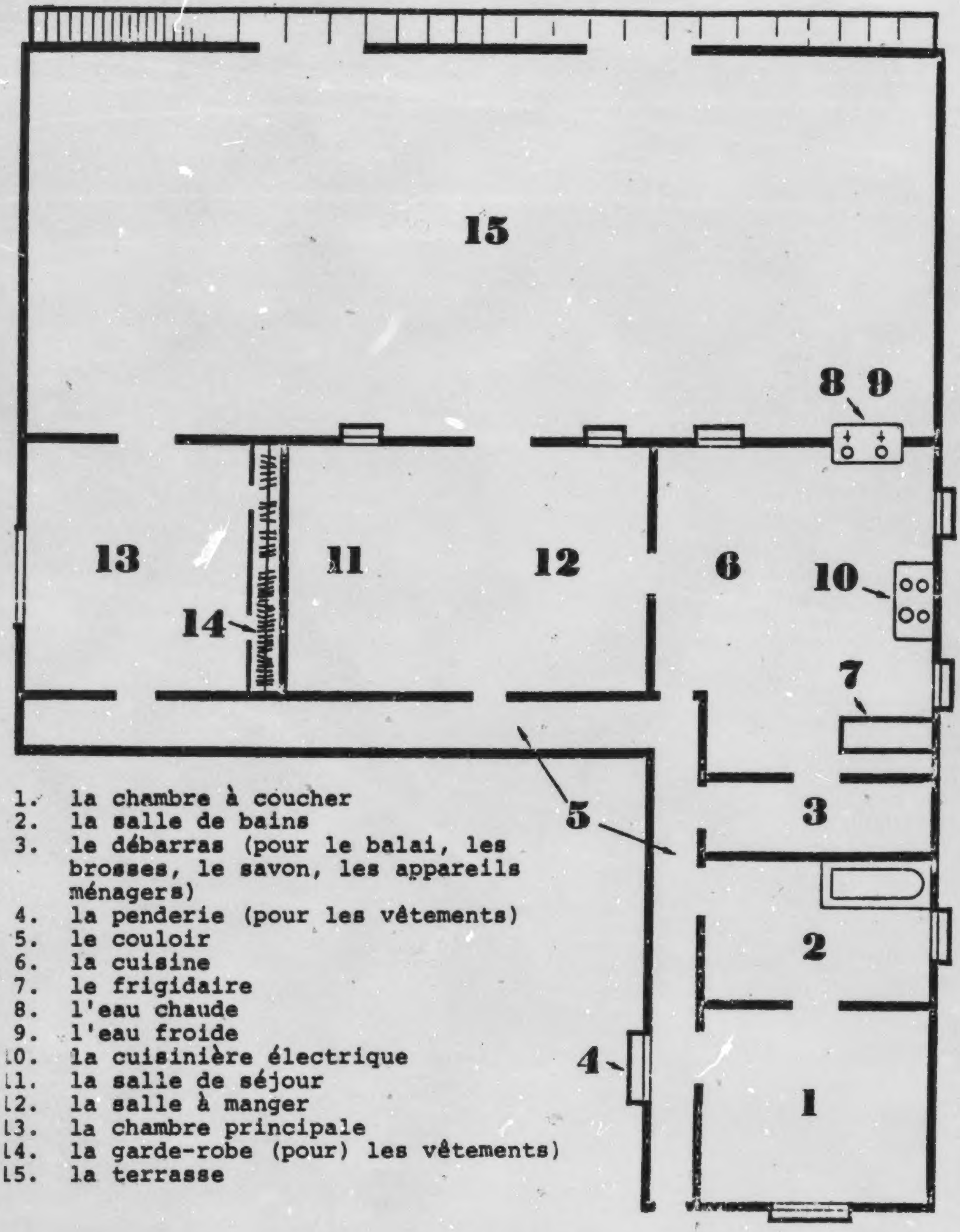
Step 2

Now turn to your answer sheet for the self-evaluative quiz for this unit. Since your answer sheet faces the plan of the apartment, you can look at the plan as you take your quiz and utilize it in choosing your responses. So, listen to the instructions for the self-evaluative quiz.

SELF-EVALUATIVE QUIZ

You will hear an incomplete statement or question based on the narration which you heard in step 1 and in reference to the plan of the apartment printed in your workbook. Read carefully the three choices printed on your answer sheet and mark the one which best completes the statement or answers the question. You will be given enough time during the pause to look at the plan of the apartment. This will help you decide which response is correct or seems the most accurate. Ready? Let's begin:

L' APPARTEMENT "TOPAZE"



1. la chambre à coucher
2. la salle de bains
3. le débarras (pour le balai, les brosses, le savon, les appareils ménagers)
4. la penderie (pour les vêtements)
5. le couloir
6. la cuisine
7. le frigidaire
8. l'eau chaude
9. l'eau froide
10. la cuisinière électrique
11. la salle de séjour
12. la salle à manger
13. la chambre principale
14. la garde-robe (pour) les vêtements)
15. la terrasse

ANSWER SHEET

SELF-EVALUATIVE QUIZ

1. _____ a. la chambre principale.
_____ b. la chambre secondaire.
_____ c. la salle de bains.

2. _____ a. à côté de la chambre.
_____ b. dans le mur en face de la chambre.
_____ c. au bout du couloir.

3. _____ a. assez grande pour trois personnes.
_____ b. trop petite pour trois personnes.
_____ c. assez spacieuse pour deux personnes seulement.

4. _____ a. le frigidaire.
_____ b. les autres appareils ménagers.
_____ c. tout ce qu'on trouve dans la salle de bains.

5. _____ a. près du frigidaire.
_____ b. près de la terrasse.
_____ c. dans le débarras.

6. _____ a. dans la salle de bains.
_____ b. dans la cuisine.
_____ c. dans la salle de bains et la cuisine.

7. _____ a. la chambre principale.
   _____ b. la chambre principale et la salle à manger-salle de séjour.
   _____ c. la salle à manger-salle de séjour et la cuisine.

8. _____ a. la salle de séjour.
   _____ b. la salle à manger.
   _____ c. la salle de séjour et la salle à manger.

9. _____ a. plus grande que la penderie.
   _____ b. moins grande que la penderie.
   _____ c. aussi grande que la penderie.

10. _____ a. la garde-robe est le long du mur.
    _____ b. la garde-robe est dans le mur.
    _____ c. la garde-robe est aussi longue que le mur.

11. _____ a. la campagne française.
    _____ b. la campagne wallonne.
    _____ c. la ville de Mons.

12. _____ a. de temps en temps.
    _____ b. tout le temps.
    _____ c. très rarement.

Now stop the tape recorder and check your answers with the key at the end of this unit, then proceed with step 3.

Step 3 (Conversation)

Now you will participate in the following conversation. As usual, you will play the part of Colonel Shaefer and you will respond each time Mrs. Van Baelen or Stephanie addresses you. Say whatever you want the way you want, so long as it is relevant and you use conditional tenses whenever appropriate. You are expected to repeat this conversation several times and improve your performance each time until you feel that you play your part authentically and correctly. Try not to stop the tape during the conversation. When you feel ready, record your responses so that your instructor may evaluate your pronunciation and fluency. Now start your tape and good luck!

Personnages: Le Colonel Guy Shaefer
Stéphanie Shaefer
Madame Van Baelen

Mme V.B. : (   )

Col. :

Mme V.B. : (   )

Col. :

Mme V.B. : (   )

Stéphanie: (   )

Mme V.B. : (   )

Col.   :

Mme V.B. : (   )

Col.   :

Mme V.B. : (   )

Stéphanie: (   )

Col.   :

Stéphanie: (.)

Mme V.B. : (   )

Stéphanie: (   )

Mme V.B. : (   )

Col.   :

Mme V.B. : (   )

Stéphanie: (   )

Mme V.B. : (   )

Stéphanie: (   )

Mme V.B. : (   )

Stéphanie: (   )

Mme V.B. : (   )

Stéphanie: (   )

Col.   :

Mme V.B. : (   )

Col.   :

Step 4 (Speech)

Stop your tape and read the following instructions.

And now, to close this unit, you will be required to give a short speech describing: "Your ideal house or apartment." Since this house or apartment exists only in your dreams, as something you wish for or would like to have, remember that you should use the conditional tense throughout your speech. Remember also that you must speak, not read or memorize. So prepare yourself orally: repeat your speech aloud as many times as you desire, improve it each time and change its composition if you want and as much as you want. When you are satisfied with your performance, record it for your instructor's evaluation. Do not forget to time yourself, since the whole speech should not be more than five to seven minutes long. Use any words that you have learned in the past, but also try to use the new vocabulary which appears in this unit. A last tip: try not to think in English and do not use a dictionary. Make every effort to think genuinely in French; this will be easier each time you repeat your speech aloud. If you are at a loss for one word, give a definition of it, or use another one which has a similar meaning. This exercise is designed not only to show yourself and your instructor how much French you know, but also to help you review what you have learned in the past and to use it so that you do not forget it as you learn more. Now, sit comfortably and think before you start recording.

KEY TO SELF-EVALUATIVE QUIZ

1. b
2. b
3. a
4. b
5. a
6. c
7. b
8. c
9. a
10. c
11. b
12. a

If you made more than one error, listen to the narration again and study the plan for the apartment more thoroughly. Then take the quiz over. Use a new sheet of paper to mark down your answers. If, however, you made no errors, or only one error, you may immediately proceed with the next step.

End of Unit 7

UNIT 8

SITUATION TAPE

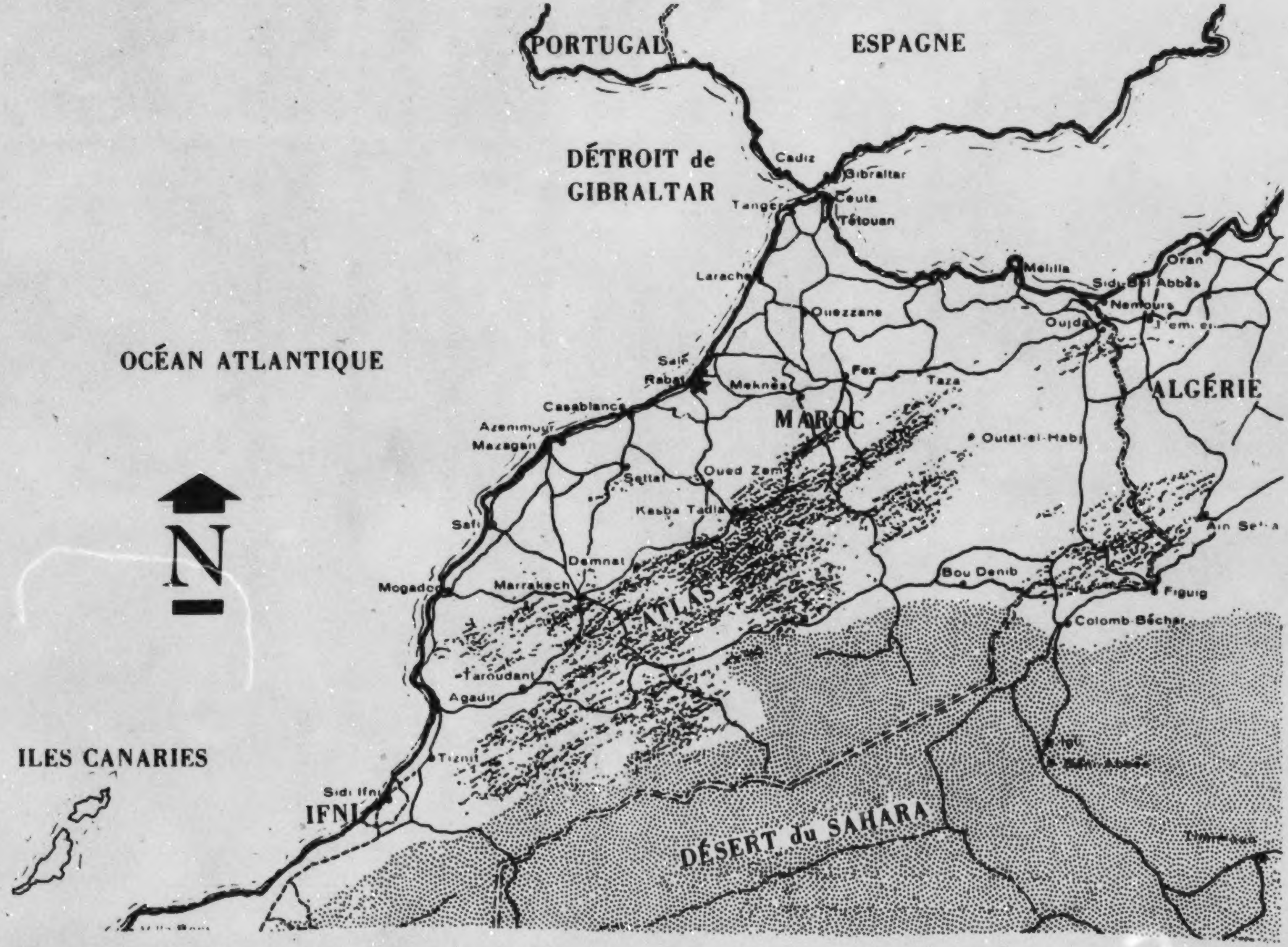
OBJECTIVES

1. Upon completion of this unit, the student will comprehend and be able to use grammatical constructions in French expressing the aspect of duration. The student will also understand and use the following new vocabulary items: au sein de, entreprendre, ne pas cesser de, améliorer, réclamer, le roi, la reine, le royaume, monter sur te trône, régner, par conséquent, souligner, faire le pont, tirer des conclusions, une décennie, l'entourage.

2. The student will listen to a narrative and then participate in a question and answer conversation using the features noted in 1 above. The student will also participate in multiple-choice sentence completion and vocabulary exercises.

3. Ninety percent accuracy is required on the exercises and self-evaluative quizzes. Fluency and pronunciation of the conversation will be evaluated by the instructor.

4. This unit should not be used before Lesson 59 of the French Basic Course.


PORTUGAL
ESPAGNE
DÉTROIT de GIBRALTAR
Cadiz
Gibraltar
Ceuta
Tanger
Tétouan
Larache
Melilla
Oran
Sidi Bel Abbès
Nemours
Oujda
Ouezzane
OCÉAN ATLANTIQUE
Salé
Rabat
Meknès
Fez
Taza
ALGÉRIE
Casablanca
MAROC
Azemmour
Mazagan
Outat-el-Haj
Settat
Oued Zem
N
Safi
Kasba Tadla
Aïn Sefra
Demnat
Mogador
Marrakech
Bou Denib
Figuig
ATLAS
Colomb-Béchar
Taroudant
Agadir
ILES CANARIES
Tiznit
Igli
Béni-Abbès
163
Sidi Ifni
IFNI
162
DÉSERT du SAHARA

Step 1 (Narration)

Stop your tape and read the following instructions.

Listen to the following narration as many times as necessary to thoroughly understand it. It contains a number of new words and expressions, most of them "cognates,"* the meaning of which can be inferred from the context. When necessary the new word or expression is explained immediately after being introduced by the use of synonyms. So, do not be surprised or discouraged if you do not understand the whole narration the first time you hear it. You are expected to listen to it more than once. Keep in mind, moreover, that you do not need to understand each word in order to understand the general meaning, be it of a text or of a conversation, which will also likely be the case when you reach your assignment. As far as this narration is concerned, however, each new word and expression will be clarified systematically in a later step.

Now, start your tape recorder, and let's begin.

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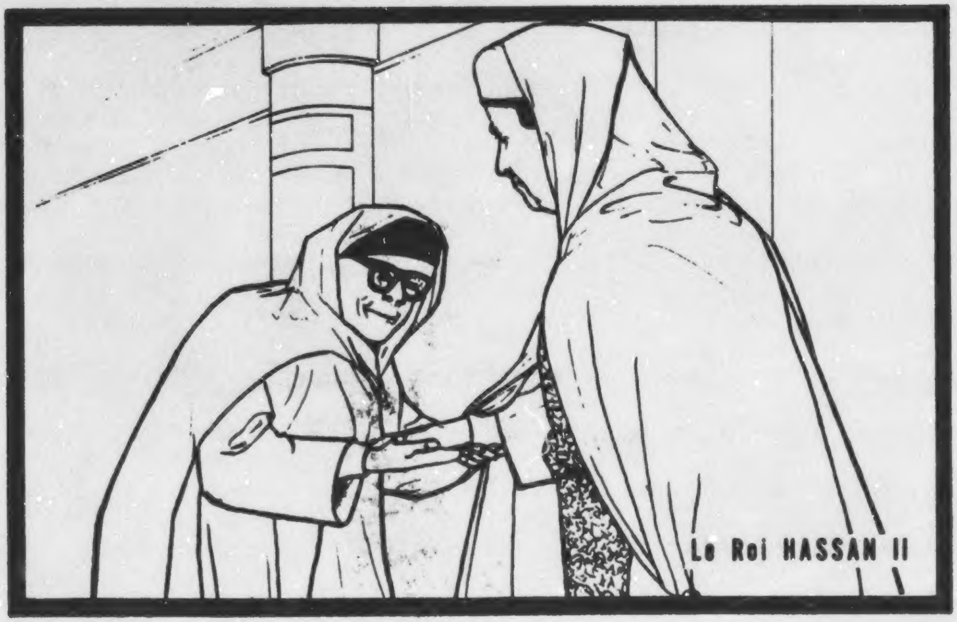
*A "cognate" is a word related in form and meaning to a similar word in another language.


Le Roi HASSAN II

LE TOMBEAU DU ROI MOHAMMED V

ET LA TOUR HASSAN

A RABAT

Step 2

At this point it is important for you to test your understanding of the preceding narration. Turn to and read the instructions for the first self-evaluative quiz of this unit.

SELF-EVALUATIVE QUIZ No. 1

Instructions

In this quiz each paragraph of the narration will be played separately. After each paragraph you will hear an incomplete statement, which, when completed, will express the main point of the paragraph. Your task will be to complete the statement by selecting from three choices printed on your answer sheet the one which is correct or most logical in reference to the paragraph. The fourth paragraph will be followed by two statements. If you are ready, let's begin.

ANSWER SHEET

SELF-EVALUATIVE QUIZ No. 1

First Paragraph

1. _____ a. en voyage de plaisir.
_____ b. en voyage officiel.
_____ c. parce qu'il a reçu son transfert définitif.

Second Paragraph

2. _____ a. quand le Maroc a signé un accord avec les pays du Marché Commun.
_____ b. depuis douze ans.
_____ c. avant que le Maroc signe un accord avec les pays du Marché Commun.

Third Paragraph

3. _____ a. avant l'établissement de la monarchie.
_____ b. quand le "Sultan" est devenu un "Roi".
_____ c. quand le roi actuel est monté sur le trône.

Fourth Paragraph

4. _____ a. aussitôt qu'il est devenu roi.
_____ b. dix ans après être devenu roi.
_____ c. quatre ans après être devenu roi.

5. _____ a. en 1961.

_____ b. en 1977.

_____ c. en 1974.

Fifth Paragraph

6. _____ a. maintenant.

_____ b. dans 20 ans.

_____ c. depuis 20 ans.

Now check your answers with the key at the end of this unit, then continue with steps 3 and 4.

Step 3

Now read through the following notes. They will help you review the structures and words which express the notion of "duration" in French and will serve as a reference as you progress through this unit. Note especially which verb tenses are used and how they correspond to English tenses. These notes will provide a good example of how the same notion of time is expressed grammatically in two different languages, making a literal translation incorrect.

Grammatical Notes

1. a) An action began in the past and is still continuing in the present; use the present indicative:

Le Colonel est à Rabat depuis 2 jours.

The Colonel has been in Rabat for 2 days.

Note that "depuis" is rendered by "for."

You can also use any of the three following constructions to express the same idea:

Il y a
Voilà } 2 jours que le Colonel est à Rabat.
Ça fait

This construction might be rendered in English by:

It has been 2 days since the Colonel arrived in Rabat.

b) When, however, the idea of duration is expressed in the negative, the passé composé is used, as in English, the present perfect:

Le Colonel n'a pas vu Rabat depuis 2 ans.

The Colonel has not seen Rabat for 2 years.

Or:

Il y a
Voilà } 2 ans que le Colonel n'a pas vu Rabat.
Ça fait

It has been 2 years since the Colonel has seen Rabat.

2. a) An action began in the past and was still continuing at a certain moment in the past; use the imperfect:

Le Colonel était à Rabat depuis 2 jours.

The Colonel had been in Rabat for 2 days.

Or you can say:

Il y avait } 2 jours que le Colonel était à Rabat.
Ça faisait

It had been 2 days since the Colonel had arrived in Rabat.

Note that the construction with "voilà" cannot be used in the past.

b) In negative sentences, the pluperfect replaces the passé composé:

Le Colonel n'avait pas vu Rabat depuis 2 ans.

The Colonel had not seen Rabat for 2 years.

Or:

Il y avait
Ça faisait } 2 ans que le Colonel n'avait pas vu Rabat.

It had been 2 years since the Colonel had seen Rabat.

c) As was learned in unit 2, the imperfect is used to indicate an action continuing in the past (i.e., duration) until a specific time when another action took place, indicated by the use of a different tense: the passé composé:

Le Colonel était à Rabat depuis 2 jours ... quand il a visité la Mosquée.

The Colonel had been in Rabat for 2 days ... when he visited the Mosque.

Or:

Il y avait
Ça faisait } 2 jours que le Colonel était à Rabat ... quand il a visité la Mosquée.

It had been 2 days since the Colonel had arrived in Rabat ... when he visited the Mosque.

d) In the negative, the pluperfect replaces the passé composé in the main clause, as in English:

Le Colonel n'avait pas vu Rabat depuis 2 ans ... quand il a reçu son ordre de mission.

The Colonel had not seen Rabat for 2 years ... when he received his mission order.

Or:

Il y avait
Ça faisait
2 ans que le Colonel n'avait pas vu Rabat ... quand il a reçu son ordre de mission.

It had been 2 years since the Colonel had seen Rabat ... when he received his mission order.

3. a) If an action began on a given date in the past and is still continuing in the present, use the present indicative:

Le Colonel est à Rabat depuis le 13 juillet.
The Colonel has been in Rabat since July 13.
Note that "depuis" is now rendered by "since."

b) If that same action was continuing in the past, use the imperfect:

Le Colonel était à Rabat depuis le 13 juillet.
The Colonel had been in Rabat since July 13.

c) If it was continuing in the past when another action took place: Use the imperfect in the main clause, the passé composé in the subordinate clause:

Le Colonel était à Rabat depuis le 13 juillet ... quand le roi Hassan l'a reçu au Palais.

The Colonel had been in Rabat since July 13 ... when King Hassan received him at the Palace.

d) If the beginning of the action is marked by an event, not just a date, you can use "depuis" or "depuis que." Note the two different constructions:

1) The action continues in the present:

Hassan est roi depuis la mort de son père, en 1961.
Hassan has been the king since his father's death in 1961.
Hassan est roi depuis que son père est mort, en 1961.
Hassan has been the king since his father died, in 1961.

2) The action was continuing in the past:

Hassan était roi depuis la mort de son père, en 1961.
Hassan had been the king since his father's death, in 1961.
Hassan était roi depuis que son père était mort, en 1961.
Hassan had been the king since his father had died, in 1961.

4. If a certain period of time has elapsed since an action, or an event took place, use il y a or il y a ... que for the present; il y avait or il y avait ... que for the past.

Note the following different constructions and the tenses used.

a) If the action takes place in the present, use the *passé composé* in the main verb:

$$\text{Le Colonel } \underline{\text{est arrivé}}\left\{\begin{array}{l}\text{il y } \underline{\text{a}}\\ \text{voilà}\\ \text{ça } \underline{\text{fait}}\end{array}\right\}\text{ 2 jours.}$$

Or:

$$\left.\begin{array}{l}\text{Il y } \underline{\text{a}}\\ \text{Voilà}\\ \text{Ça } \underline{\text{fait}}\end{array}\right\}\text{ 2 jours } \underline{\text{que}} \text{ le Colonel } \underline{\text{est arrivé}}.$$

The Colonel *arrived* 2 days *ago*.

b) If the action took place in the past, use the pluperfect in the main verb:

$$\text{Le Colonel } \underline{\text{était arrivé}}\left\{\begin{array}{l}\text{il y } \underline{\text{avait}}\\ \text{ça } \underline{\text{faisait}}\end{array}\right\}\text{2 jours ... quand il ...}$$

$$\text{Or: }\left.\begin{array}{l}\text{Il y } \underline{\text{avait}}\\ \text{Ça } \underline{\text{faisait}}\end{array}\right\}\text{ 2 jours } \underline{\text{que}} \text{ le Colonel } \underline{\text{était arrivé}} \text{ ... quand il ...}$$

The Colonel *had arrived* 2 days *ago* ... when he ...

If that period of time is to end some time in the future, use *il y aura* ... *que* or *ça fera* ... *que* with the *passé composé* in the main verb:

Il y aura }
Ça fera } 15 jours samedi que le Colonel est arrivé.

It will be 2 weeks Saturday since the Colonel arrived.

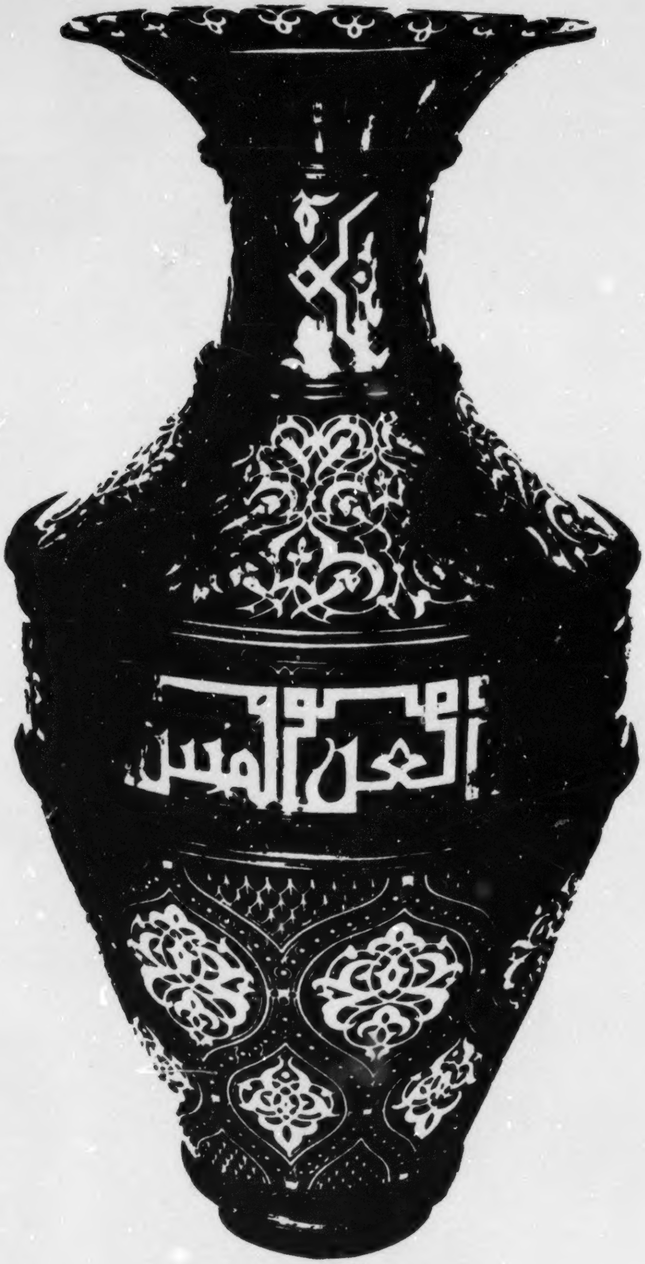
If you understand how the notion of "duration" is expressed in French, and how it differs from the way it is expressed in English, start your tape recorder again and proceed with the next step. Refer to these notes and examples as needed.

Step 3

Now you should be ready to answer questions involving not only the expressions of "duration" but also the new vocabulary used in the narration in step 1 of this unit. Go through this exercise several times and try to improve your responses each time. When you are satisfied with your performance, record the whole exercise and let your instructor evaluate your pronunciation and your fluency. All right! Start your tape recorder and let's begin.

1. (   )

2. (   )



UN VASE MAROCAIN

3. (   )

____

4. (   )

____

5. (   )

____

6. (   )

____

7. (   )

____

8. (   )

____

9. (   )

10. (   )

11. (   )

12. (   )

13. (   )

14. (   )

---

15. (   )

---

16. (   )

---

17. (   )

---

18. (   )

---

19. (   )

20. (   )

21. (   )

22. (   )

23. (   )

24. (   )

25. (   )

26. (   )

27. (   )

28. (   )

---

29. (   )

---

30. (   )

---

31. ( )

---

32. ( )

Step 4

You should now make sure that you have understood the vocabulary used in step 1 and further explained in step 3. You will be able to do this through the following self-evaluative quiz. Turn to your answer sheet and listen for the instructions.

SELF-EVALUATIVE QUIZ No. 2

Instructions

You will hear 15 words or expressions which were used in this unit. Your task will be to match each with a synonymous expression from the list printed on your answer sheet. Each utterance spoken on the tape will be preceded by a number. Write that number on your answer sheet next to the word or expression, the meaning of which is similar to the meaning of the one you heard. Ready?

ANSWER SHEET

SELF-EVALUATIVE QUIZ No. 2

_____ a. à l'intérieur de

_____ b. un groupe de personnes autour d'un personnage central

_____ c. commencer

_____ d. continuer à

_____ e. rendre meilleur

_____ f. demander avec force

_____ g. le chef d'un royaume

_____ h. un pays dont le régime politique est la monarchie

_____ i. devenir roi ou reine

_____ j. gouverner un état avec le titre de "roi" ou de "reine"

_____ k. donc

_____ l. insister

_____ m. évaluer à un moment donné

_____ n. conclure

_____ o. une période de dix ans

Check your answers with the key at the end of this unit.

KEY FOR SELF-EVALUATIVE QUIZ No. 1

1. b
2. c
3. a
4. b
5. c
6. a

If you made any errors, listen to the narration again and take the quiz over. If you have a perfect score, proceed with the next step.

KEY FOR SELF-EVALUATIVE QUIZ No. 2

1. c
2. e
3. h
4. j
5. m
6. o
7. d
8. b
9. a
10. f
11. i
12. k
13. n
14. l
15. g

If you made more than one error, listen carefully to the conversation in step 3 again and take the quiz over. Use a new sheet of paper to mark down your answers. If you made only one error, or no errors, you have successfully completed this unit.

End of Unit 8

UNIT 9

OBJECTIVES

SITUATION TAPE

1. Upon completion of this unit the student will be familiar with the formation of the subjunctive.

2. The student will participate in exercises requiring combination of two clauses into one sentence containing a subjunctive clause. The student will also complete three self-evaluative quizzes.

3. The self-evaluative quizzes consist of sentence completion multiple choice and combination items. The first quiz consists of 15 test items, the second of 10, and the third of 12.

4. Ninety percent accuracy is required on the self-evaluative quizzes.

5. This unit should not be used before lesson 63 of the French Basic Course.

Read through the following notes before beginning part 1. Refer to them as needed as you complete this unit.

Notes

In French the act or condition expressed by verbs implying

necessity or volition,
feeling or emotions, and
possibility or uncertainty

in the subordinate clause is dependent on or "subjected to" the statement expressed in the main clause. The grammatical form of such sentences is called subjunctive. In French, the subjunctive is used much more than in English, but, in many cases, its use is based on the same considerations. It is used after certain verbs (as those above) and expressions. A subordinate clause in the subjunctive is always introduced by the conjunction "que."

Before you can use the subjunctive fluently, you need to be familiar with its form. This is especially true when applied to irregular verbs. Our point of departure, then, will be the form of the subjunctive.

In forming the subjunctive from regular verbs, the rule is as follows:

1. Use the 3rd person plural of the present indicative.

2. Drop the ending -ent.

3. Add the following endings to the stem. They are the same for all verbs except the two auxiliary verbs avoir and être:

	1st pers.	2nd pers.	3rd pers.
Sing.	-e,	-es	-e
Plur.	-ions	-iez	-ent

For example: donn-er

Present indicative, 3rd person plural: ils donn-ent

Present subjunctive:	que je	donn-e
	que tu	donn-es
	qu'il	donn-e
	que nous	donn-ions
	que vous	donn-iez
	qu'ils	donn-ent

You probably noticed that the 1st and 2nd person plurals are identical to the 1st and 2nd person plurals of the imperfect indicative. This applies to most verbs, regular or irregular. For instance:

Infinitive	Pres. indic.	Imperfect	Subjunctive
dire	ils dis-ent		que je dise, etc.
		nous dis-ions	que nous disions
			que vous disiez
devoir	ils doiv-ent		que je doive, etc.
		nous dev-ions	que nous devions
			que vous deviez

Some verbs, however, have a different stem in the subjunctive. The most common verbs in this category are:

Infinitive	Pres. indic.	Imperfect	Subjunctive
faire	ils font		que je fass-e, etc.
		nous faisions	que nous fass-ions
			que vous fass-iez
pouvoir	ils peuvent		que je puiss-e, etc.
		nous pouvions	que nous puiss-ions
			que vous puiss-iez

Infinitive	Pres. indic.	Imperfect	Subjunctive
savoir	ils savent		que je sach-e, etc.
		nous savions	que nous sach-ions
			que vous sach-iez

Finally, a few verbs change their stem in the subjunctive according to the person. The most common verbs in this category are:

Infinitive	Pres. indic.	Imperfect	Subjunctive
aller	ils vont		que j'aille, etc.
		nous allions	que nous allions
			que vous alliez
vouloir	ils veulent		que je veuille, etc.
		nous voulions	que nous voulions
			que vous vouliez
avoir	ils ont		que j'aie, que tu aies
			qu'il ait, qu'ils aient
		nous avions	que nous ayons
			que vous ayez

Infinitive	Pres. indic.	Imperfect	Subjunctive
être	ils sont		que je sois, que tu sois
			qu'il soit, qu'ils soient
		nous étions	que nous soyons
			que vous soyez

The subjunctive has several forms for the past tense. Most of them are literary tenses and are not used in conversation. The only one that you need to know is formed like the passé composé with an auxiliary verb in the subjunctive and the past participle of another verb. For example:

recevoir, reçu: que nous ayons reçu

aller, allé : qu'ils soient allés

In this unit, then, these two subjunctive tenses will be used:

a) the present, which refers to a present or future action:

Faut-il que j'écrive maintenant?
Is it necessary that I write now?

Non, il vaut mieux que vous attendiez à demain.
No, you'd better wait till tomorrow.

Mais hier, vous vouliez que j'écrive.
But yesterday, you wanted me to write (the understood meaning in this case being: at a later time, therefore in the future).

b) the past, which refers to a past action, or to an action which will, or must, be completed at a precise time in the future:

Je suis content que vous n'ayez pas écrit hier.
I am glad that you did not write yesterday.

Sa mère veut qu'elle soit rentrée à minuit.
Her mother wants her to be home at midnight (the implication here is that at midnight the action will already be completed and will therefore belong to the "past").

As you go through the exercises in this unit, you will see that the subjunctive is not more difficult to use than other verbal forms. So start your tape recorder now and proceed with step 1.

Part 1

Step 1

In this exercise you will practice the formation and use of the present subjunctive used after impersonal expressions implying necessity. You will hear two voices on the tape. One voice will say a sentence in the present indicative, then another voice will say the impersonal expression. Your task will be to transform these two independent clauses into one sentence beginning with "il." Say the sentence aloud and listen to a confirmation.

Example:

Stimulus	Response	Confirmation
( )	______	( )
( )		

Begin!

	Stimulus	Response	Confirmation
1.	( )	______	( )
	( )		
2.	( )	______	( )
	( )		
3.	( )	______	( )
	( )		

	Stimulus	Response	Confirmation
4.	( )	______	( )
	( )		
5.	( )	______	( )
	( )		
6.	( )	______	( )
	( )		
7.	( )	______	( )
	( )		
8.	( )	______	( )
	( )		
9.	( )	______	( )
	( )		
10.	( )	______	( )
	( )		
11.	( )	______	( )
	( )		
12.	( )	______	( )
	( )		

	Stimulus	Response	Confirmation
13.	( )	______	( )
	( )		

Step 2

In this exercise you will practice the use of the subjunctive following verbs expressing will, wish, or request. On tape you will hear an incomplete sentence. This you should complete using various stimuli given to you in either the present indicative, the imperative, or the future. The stimuli introduced after the main clause should be transformed into subjunctive subordinate clauses introduced by "que." After you hear the beginning of sentence no. 2, use it with the next set of stimuli, and likewise with no. 3, etc. First listen to an example:

Example:

Sentence No. 1: Je ne veux pas...

Stimulus	Response	Confirmation
( )	______	( )
( )	______	( )

Begin!

Sentence No. 1. Je ne veux pas...

Stimulus	Response	Confirmation
( )	______	( )
( )	______	( )
( )	______	( )
Sentence No. 2: Le docteur exige...		
( )	______	( )
( )	______	( )
Sentence No. 3: Je désire...		
( )	______	( )
( )	______	( )
Sentence No. 4: Elle voudrait...		
( )	______	( )
( )	______	( )
( )	______	( )

At this point you should test your ability to use the subjunctive. Stop your tape and read the instructions for SELF-EVALUATIVE QUIZ No. 1

SELF-EVALUATIVE QUIZ No. 1

Instructions

In this quiz, you will hear an infinitive verb or verb phrase, followed by a different voice which will give you a subject noun or pronoun. Your task will be to transform that infinitive into the proper form of the subjunctive. You will begin the first 10 responses with the phrase "Il faut que," and the last 10 with the phrase "Je veux que," followed by the given subject and the subordinate clause in the subjunctive. Be sure to respond quickly during the pause and before you hear the confirmation. This quiz should be recorded so that you and your instructor may evaluate your performance. Now set your tape recorder on "record" and do not stop it until the quiz is over. First, listen to an example:

	Stimulus	Response	Confirmation
	( )/( )	_____	( )
	Let's begin:		
1.	( )/( )	_____	( )
2.	( )/( )	_____	( )
3.	( )/( )	_____	( )

	Stimulus	Response	Confirmation
4.	( )/( )	______	( )
5.	( )/( )	______	( )
6.	( )/( )	______	( )
7.	( )/( )	______	( )
8.	( )/( )	______	( )

Now begin your responses with: "Je veux que".

	Stimulus	Response	Confirmation
9.	( )/( )	______	( )
10.	( )/( )	______	( )
11.	( )/( )	______	( )
12.	( )/( )	______	( )
13.	( )/( )	______	( )
14.	( )/( )	______	( )
15.	( )/( )	______	( )

Now rewind your tape and compare your responses with the confirmations. Mark any discrepancy. If you made more than one error, repeat steps 1 and 2 and take the quiz over without recording it. If you made one error or less, you may proceed directly to part 2. Be sure that you read the notes at the beginning of part 2 and that you understand them before proceeding with step 3.

Part 2

Notes

In this part, you will practice the use of the subjunctive after verbs and expressions implying feeling or emotion. Notice, as you go through the first exercise, that all your responses will imply that at least two persons are involved: one who expresses a feeling or an emotion, and one (or more) who does or does not, will or will not perform the action. In the case where the main clause and the subordinate clause have the same subject, the subjunctive should not be used. In its place you should use an infinitive verb. Compare the following examples:

Elle vient. Je suis content.	Je suis content qu'elle vienne. I am glad that she is coming.
Je viens. Je suis content.	Je suis content de venir. I am glad to come (that I am coming).

This applies equally to verbs and expressions implying volition:

Je veux qu'elle vienne.	vs	Je veux venir.
I want her to come.		I want to come.

Step 3

In this exercise you will hear one sentence in the present indicative or the future tense, then a verb or a verbal phrase expressing a feeling or an emotion in the present indicative or the past. Each part of the stimulus will be read by a different voice. Begin your response using the last spoken stimulus as the main clause, then transform the first part into a subordinate clause in the subjunctive introduced by "que." If you are ready, start your tape recorder. Listen to the example:

	Stimulus	Response	Confirmation
	( ) ( )	______	( )
	Begin!		
1.	( ) ( )	______	( )
2.	( ) ( )	______	( )
3.	( ) ( )	______	( )
4.	( ) ( )	______	( )

	Stimulus	Response	Confirmation
5.	( )	______	( )
	( )		
6.	( )	______	( )
	( )		
7.	( )	______	( )
	( )		
8.	( )	______	( )
	( )		
9.	( )	______	( )
	( )		
10.	( )	______	( )
	( )		
11.	( )	______	( )
	( )		

Now stop your tape and read step 4.

Step 4

In the next exercise the present and the past subjunctive will be used in contrast. The present refers to a present or future action, while the past refers to a past action, or an action which will be completed at a precise time. On the tape, you will hear sentences in the present subjunctive. Change each to the past by using the subjunctive of "avoir" or "être" and the past participle of the given verb. As you do this exercise, try to understand how the meaning of the sentence changes when the verb changes from present to past. Listen to the examples:

	Stimulus	Response	Confirmation
	( )	______	( )
	( )	______	( )
	Begin!		
1.	( )	______	( )
2.	( )	______	( )
3.	( )	______	( )
4.	( )	______	( )
5.	( )	______	( )
6.	( )	______	( )
7.	( )	______	( )

At this point you should find out whether you really know when to use the present or the past subjunctive, and when to use the infinitive instead of the subjunctive. Read the instructions for the second self-evaluative quiz for this unit.

SELF-EVALUATIVE QUIZ No. 2

Instructions

In this quiz you will hear two sentences. The first one will be in the present indicative, the imperative, the future, or the present perfect. The second will be in the present indicative or the imperfect and will express volition or emotion. These two sentences have been combined into one sentence in two different ways and are printed on your answer sheet. Your task is to mark the one combination which is grammatically correct in reference to what you heard on the tape. First listen to the example:

ANSWER SHEET

SELF-EVALUATIVE QUIZ No. 2

Example

_____ a. Je veux venir ce soir.

_____ b. Je veux que vous veniez ce soir.

The correct choice is b.

1. _____ a. Vous vouliez que Pierre parte hier.

   _____ b. Vous vouliez que Pierre soit parti hier.

2. _____ a. Marie veut qu'elle aille au marché.

   _____ b. Marie veut aller au marché.

3. _____ a. J'étais content qu'elle vienne avec nous.

   _____ b. J'étais content qu'elle soit venue avec nous.

4. _____ a. Je crains qu'ils aient fait des erreurs.

   _____ b. Je crains qu'ils fassent des erreurs.

5. _____ a. Je désire rentrer avant minuit.

   _____ b. Je désire que vous rentriez avant minuit.

6. _____ a. Je regrette que vous ayez su la nouvelle.

   _____ b. Je regrette que vous sachiez la nouvelle.

7. _____ a. Elle avait peur de dire la vérité.

   _____ b. Elle avait peur que je dise la vérité.

8. _____ a. Je suis contente qu'ils aillent à Paris.

_____ b. Je suis contente qu'ils soient allés à Paris.

9. _____ a. Elle voulait que nous allions en France.

_____ b. Elle voulait aller en France.

10. _____ a. Nous serons contents que vous n'arriviez pas trop tard.

_____ b. Nous serons contents de ne pas arriver trop tard.

Now check your answers with the key at the end of this unit.

Part 3

Notes

Now you will practice the use of the subjunctive after verbs and expressions implying possibility or impossibility, and doubt or uncertainty. Most of these verbs and expressions, when used in the affirmative form, lose their implication of uncertainty and therefore no longer require a subjunctive in the subordinate clause. The subjunctive is then replaced with the present indicative, the past perfect, or the future, depending on the meaning of the sentence. Compare the following examples:

Je ne suis pas sûr qu'il vienne demain.

I am not sure whether he will come tomorrow (or not).

Je suis sûr qu'il viendra demain.

I am sure that he will come tomorrow (doubt and uncertainty are no longer implied since you are "sure.")

Step 5

For this exercise you will hear a sentence in the present indicative, the past perfect, or the future, and then a verb or an expression which requires the subjunctive. Repeat that verb or expression and transform the first sentence that you heard into a subjordinate clause in the subjunctive. If you are ready, start your tape recorder and proceed. Listen to the example.

	Stimulus	Response	Confirmation
	( ) ( )	______	( )
	Begin!		
1.	( ) ( )	______	( )
2.	( ) ( )	______	( )
3.	( ) ( )	______	( )
4.	( ) ( )	______	( )
5.	( ) ( )	______	( )
6.	( ) ( )	______	( )
7.	( ) ( )	______	( )

	Stimulus	Response	Confirmation
8.	( )	______	( )
	( )		
9.	( )	______	( )
	( )		
10.	( )	______	( )
	( )		

Step 6

Next you will hear a series of questions in the subjunctive. You are required to give two answers to each: one in the affirmative followed by a subordinate clause in the indicative present, past, or future, and another in the negative followed by a subordinate clause in the subjunctive present or past. The choice of the tense in each case will be determined by the general meaning of the question. Listen to an example:

Stimulus	Response	Confirmation
( )	______	( )
		( )

Begin:

	Stimulus	Response	Confirmation
1.	( )	______	( )
			( )
2.	( )	______	( )
			( )
3.	( )	______	( )
			( )
4.	( )	______	( )
			( )
5.	( )	______	( )
			( )

Now stop your tape and read the instructions for the following quiz.

SELF-EVALUATIVE QUIZ No. 3

Instructions

You will hear a sentence consisting of a main clause and a subordinate clause. Then you will hear four stimuli which may or may not require the subjunctive. Replace the main clause each time with the given stimulus and also indicate with a mark in the proper column on your answer sheet whether you used a subjunctive or not in the subordinate clause. There will be three model sentences in this quiz, each one followed by four stimuli. Now turn to your answer sheet and start your tape recorder. Listen to an example.

ANSWER SHEET

SELF-EVALUATIVE QUIZ Nc. 3

Subjunctive : No subjunctive

1. __________ : __________
2. __________ : __________
3. __________ : __________
4. __________ : __________
5. __________ : __________
6. __________ : __________
7. __________ : __________
8. __________ : __________
9. __________ : __________
10. __________ : __________
11. __________ : __________
12. __________ : __________

Now check your answers with the key at the end of this unit.

KEY TO SELF-EVALUATIVE QUIZ No. 2

1. a
2. b
3. a
4. a
5. b
6. a
7. b
8. b
9. a
10. a

If you made more than one error, repeat part 2, including the "notes," and take the quiz over. If you made no more than one error, you may proceed to part 3. Be sure that you read the "notes" at the beginning of part 3 and that you understand them before proceeding with step 5.

KEY TO SELF-EVALUATIVE QUIZ No. 3

	Subjunctive		No subjunctive
1.	X	:	
2.		:	X
3.	X	:	
4.		:	X
5.	X	:	
6.	X	:	
7.	X	:	
8.		:	X
9.		:	X
10.	X	:	
11.	X	:	
12.	X	:	

End of Unit 9

UNIT 10

SITUATION TAPE

OBJECTIVES

1. Upon completion of this unit, the student will be able to comprehend and use the subjunctive mood.

2. The student will listen to a narrative about a military situation and then, listening again to the narrative in segments, answer questions concerning the segment he has just heard in order to insure comprehension. The student will then participate in a conversation requiring comprehension and use of the features noted in item 1 above.

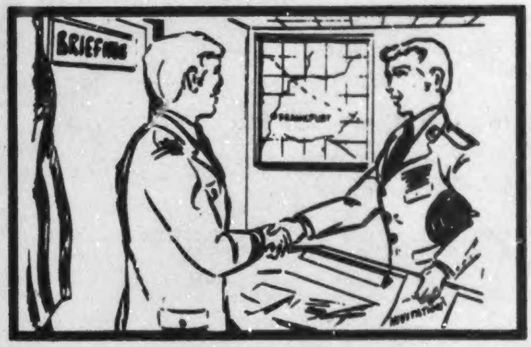
3. The self-evaluative quiz consists of 15 multiple-choice questions and the conversation requires 11 student responses. The conversation should be recorded in order to be evaluated by the instructor.

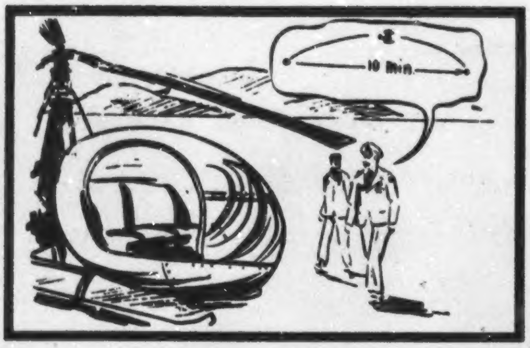
4. Ninety percent accuracy is required on the self-evaluative quiz. The conversation will be evaluated by the instructor as to pronunciation and proper use of grammatical structures.

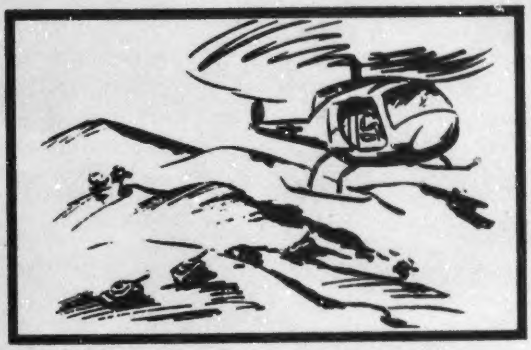
5. This unit should not be used before Lesson 63 of the French Basic Course.

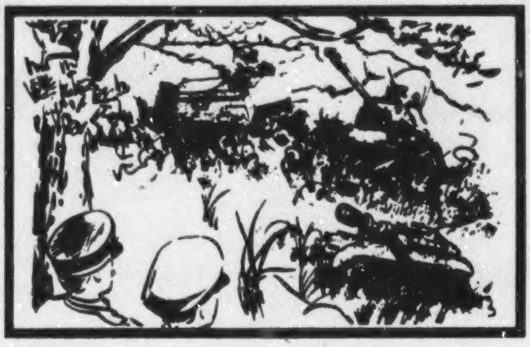
Step 1

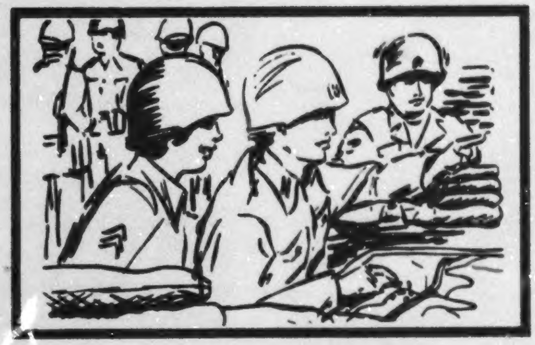
Listen to the following narration as many times as necessary until you understand it thoroughly:

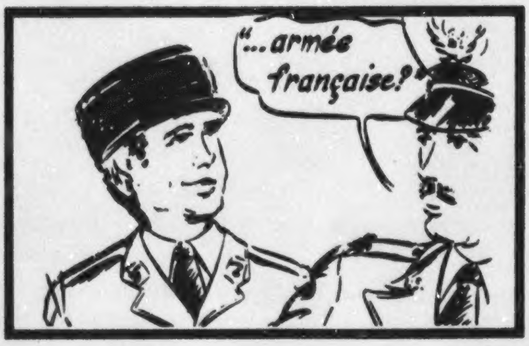

BRIEFING
FRANKFURT


10 min.








"...armée française!"

Step 2

You should now test your understanding of the preceding narration by taking a self-evaluative quiz. If you feel sufficiently prepared, turn to it now and read the instructions.

SELF-EVALUATIVE QUIZ

Instructions

In this quiz the preceding narration will be replayed in small blocks. After each block of narration, two or more incomplete statements will be read in English. In your workbook two choices are printed to complete each statement. Mark the one which is correct in reference to the preceding block of narration. Each time a BEEP will separate the block of narration from the statements. Ready? Let's begin:

ANSWER SHEET

SELF-EVALUATIVE QUIZ

1. _____ a. the facilities of a mechanized Division.
   _____ b. the facilities of an armored Division.

2. _____ a. his escort.
   _____ b. the Division Commander.

3. _____ a. "adventure-training."
   _____ b. individual training.

4. _____ a. through a new briefing method.
   _____ b. through theoretical briefing and a visit to the training area.

5. _____ a. ground exercises from the air.
   _____ b. air-defense exercises.

6. _____ a. they have a heavy schedule and cannot waste time.
   _____ b. this will give Colonel Gautier a better view of the operations.

7. _____ a. the American tactics are different from the French.
   _____ b. the American tactics are the same as the French.

8. _____ a. self-propelled artillery including air-defense weapons.
   _____ b. self-propelled air-defense weapons only.

9. _____ a. strive for balance of forces as the Americans do.

_____ b. would not care so much about maintaining balance of forces.

10. _____ a. a standard tank with a 155 millimeter cannon.

_____ b. a self-propelled howitzer.

11. _____ a. that the infantrymen can fight the entire battle from inside the vehicle.

_____ b. that the infantrymen can keep up with the tanks on a road march.

12. _____ a. the combat units are placed in a different position.

_____ b. the scenario for the training problem is not structured beforehand.

13. _____ a. it challenges both officers and men to use their initiative to solve problems.

_____ b. the major challenge is for the staff officer to develop the problem situation.

14. _____ a. mostly among junior officers.

_____ b. among both officers and men.

15. _____ a. he will try his best to initiate a similar program in the French Army.

_____ b. he does not think a similar program would be possible in the French Army.

Now check your answers with the key at the end of this unit.

Step 3

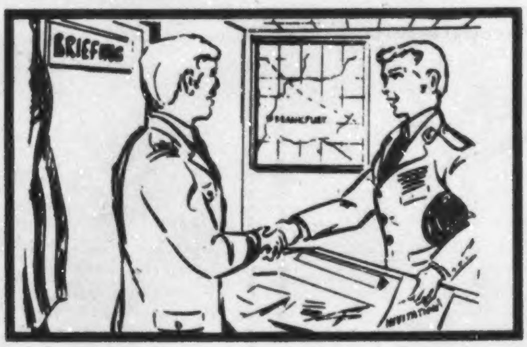
Now you will hear the same story in the form of a conversation between Colonel Shaefer and Colonel Gautier. It will be in three episodes, so that you may practice each one separately if you prefer. Pay special attention to the use of the subjunctive in this dialog because later you will have to assume, as before, the role of Colonel Shaefer and you will be expected to use a subjunctive in each of your exchanges. This does not mean, however, that you must memorize the entire part. Try only to understand the conversation and associate what the two Colonels say with what you heard before in the narration. If you are ready, let's begin:

Personnages: Colonel Shaefer (S.)
Colonel Gautier (G.)

Step 4

Now we will replay the conversation, but only Colonel Gautier will be heard. This time you will carry on the conversation with him. You can say as much as you want, and whatever you want so long as it is relevant to the subject matter and you use a subjunctive in each of your responses. Practice the conversation as many times as you wish, and when you feel that you perform your role adequately, record it and let your instructor evaluate your fluency and your pronunciation. Ready?

Premier épisode: DANS LE BUREAU DU COMMANDANT DE LA DIVISION


BRIEFING
FRANKFURT
INVITATION

G.: (   )

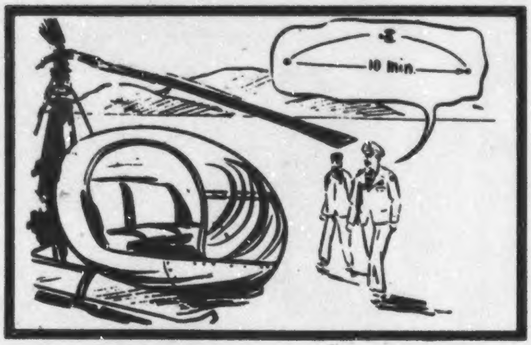
S.: ______
G.: (   )

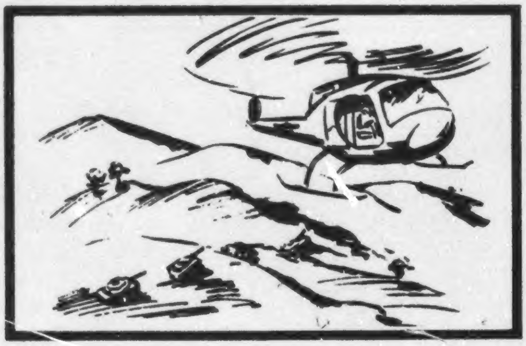
S.: ______
G.: (   )
S.: ______
G.: (   )

S.: ______
G.: (   )

S.: ______

Deuxième épisode: PREMIERE ETAPE DE LA VISITE





G.: (   )

S.: ______

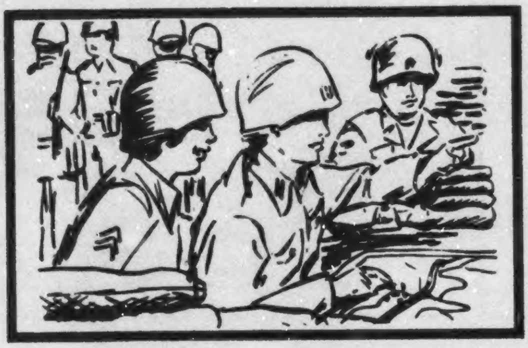
G.: (   )

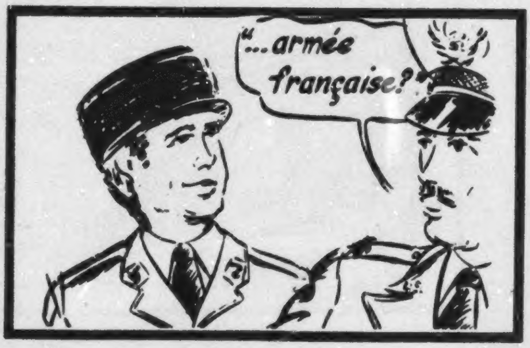
S.: ______

G.: (   )

S.: ______

Troisième épisode: APRES LA VISITE




"...armée française?"

G.: (   )

S.: ______

G.: (   )

S.: ______

G.: (   )

S.: ______

KEY TO SELF-EVALUATIVE QUIZ

1. b
2. a
3. a
4. b
5. a
6. a
7. b
8. a
9. a
10. b
11. b
12. b
13. a
14. b
15. a

If you made more than one mistake, take the quiz over. If you had no mistakes or one mistake only, proceed to step 3 and read the instructions.

End of Unit 10